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ABSTRACT

A program was developed for improving the reading abilities and student attitudes toward reading of kindergarten- through third-grade learning-disabled students in a northwest suburban elementary school community, located in northern Illinois. The problem was originally observed by the teaching staff who found students lacking in prerequisite reading skills. Administration of a reading readiness inventory, the Curriculum Based Measurement tests, and a reading attitude survey confirmed the problem and described its extent. Analysis of probable cause data revealed that students exhibited a lack of: preschool literature experience, positive parental role models, shared home reading, and available home reading material. Data also suggests that English as a Second Language spoken in the home is a contributing factor. Solution strategies suggested by the professional literature combined with an analysis of the problem setting resulted in the selection of three major categories of intervention: author-based literature studies; creation of a risk-free environment for children to explore literature; and parental involvement with home-based reading. All strategic solutions were related to curriculum development, altered teacher behaviors, and parental involvement. All components of the intervention successfully affected an improvement in the students' attitudes toward independent reading. It cannot be determined whether the increase of reading abilities is a direct result of this intervention or is attributable to the natural developmental learning process. (Contains 32 references and 32 figures of data. A total of 11 appendixes presenting data, survey instruments, and sample author study activities are attached.) (Author/RS)

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IMPROVING STUDENT READING ABILITIES AND ATTITUDES OF CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS THROUGH CURRICULUM ADAPTATION AND HOME/PARENTAL INVOLVEMENT

by

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Submitted in partial fulfillment of the requirements for the degree of
Master of Arts in Teaching and Leadership

Saint Xavier University - IRI
Field-Based Master's Program

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Action Research Final Report
Site: Wheeling, IL
Submitted: April, 1994

* Teachers
Robert Frost Elementary School
Wheeling, IL

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Table of Contents

	Page
Abstract	iii
Chapter	
I Statement of Problem and Description of Context	1
Problem Statement	1
Description of Immediate Problem Setting	1
Description of Surrounding Community	2
Regional and National Context of the Problem	3
II Problem Evidence and Problem Cause	5
Problem Background	5
Problem Evidence	6
Probable Causes of Problem	22
III The Solution Strategy	25
Review of the Literature	25
Project Outcomes	29
Proposal Solution Components	30
IV Action Plan for Implementing the Solution Strategy	31
Description of Problem Resolution Activities	31
Method of Assessment	36
V Evaluation of Results and Process	38
Implementation History	38

Presentation and Analysis of Project Results 40

Reflection and Conclusions 55

VI Decisions on the Future 60

The Solution Strategy 60

Additional Applications 63

Dissemination of Data and Recommendations 65

References Cited 67

Appendices

Appendix A Reading Attitude Survey 70

Appendix B Parent Questionnaire/Survey 76

Appendix C Curriculum Based Measurement Test for Kindergarten and First Grade Students 77

Appendix D Curriculum Based Measurement Test for Second Grade and Third Grade Learning Disabled Students 79

Appendix E Birthday Book Letter 82

Appendix F Book Bag Information 83

Appendix G Author Study Letters 85

Appendix H Reading Log Totals 98

Appendix I Sample Author Study Activities 99

Appendix J Pre and Post Results of the Curriculum Based Measurement Test and the Reading Attitude Survey 113

Appendix K Pre and Post Results of the Parent Questionnaire/Survey 119

Abstract

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SITE Wheeling
DATE September, 1993

TITLE Improving Student Reading Abilities and Attitudes of Culturally and Linguistically Diverse Students Through Curriculum Adaptation and Home/Parental Involvement

ABSTRACT This report describes an intervention for improving reading abilities and student attitudes toward reading of kindergarten, first grade, second grade and third grade learning disabled students in a northwest suburban elementary school community, located in northern Illinois. The problem was originally observed by the teaching staff who found students lacking in prerequisite reading skills. Administration of a reading readiness inventory, the Curriculum Based Measurement tests, and a reading attitude survey confirmed the problem and described its extent.

Analysis of the probable cause data revealed that students exhibited a lack of pre-school literature experience, positive parental role models, shared home reading, and available home reading material. Data also purports that English as a second language spoken in the home is a contributing factor.

Solution strategies suggested by the professional literature combined with an analysis of the problem setting, resulted in the selection of three major categories of intervention: author-based literature studies, creation of a risk-free environment for children to explore literature, and parental involvement with home-based reading. All strategic solutions were related to curriculum development, altered teacher behaviors, and parental involvement.

All three components of the intervention successfully affected an improvement in the students' attitudes toward independent reading. It cannot be determined whether the increase of reading abilities is a direct result of this intervention or is attributable to the natural developmental learning process.

Chapter 1

STATEMENT OF PROBLEM AND DESCRIPTION OF CONTEXT

Problem Statement

Primary students demonstrate an inability to use a variety of strategies to interact with literature to develop the skills and attitudes to become independent readers as evidenced by teacher tests, observations of student achievement, and standardized tests.

Description of Immediate Problem Setting

This study takes place in a northwestern suburban elementary school servicing 618 kindergarten through sixth grade students. There are nine elementary schools in the district consisting of kindergarten through sixth grade. There are two junior high schools which feed into three high schools in the area. The student population at this school is 60.4 percent White, 4.2 percent Black, 26.4 percent Hispanic, 8.9 percent Asian/Pacific Islander, and 0.2 percent Native American. In the last two decades, the percentage of minority students in the state of Illinois has steadily increased.

The family socio-economic status involves a broad spectrum with 24.3 percent of the children coming from low-income environments, and 22.0 percent of the children representing limited-English-proficient situations. This school's total enrollment includes the district-wide second and third grade bilingual students. These students are mainstreamed into regular classrooms for math, science, social studies, music and physical education as their capabilities increase and meet the demands of the regular classroom. Twenty-two percent

of the students come from single-parent homes. The attendance rate at this school is 95.3 percent, and the mobility rate is 14.6 percent. There are no listed truants. This school's population has 163 children receiving free lunches and 64 getting reduced priced lunches. Eighty-eight percent of the student population is drawn from multiple-family dwellings which includes some low-income housing. The remaining twelve and a half per-cent of this school's population is from single-family dwellings.

The staff at this school is large numbering 49 in total represented by: one principal, twenty-eight grade level teachers, one Chapter 1 reading teacher, two teachers of learning disabled/behavior disordered students, one full-time and one part-time physical education teacher, one full-time and one part-time music teacher, one art teacher, one counselor, one part-time orchestra teacher, one library-aide, one media specialist, one part-time nurse, one full-time nurse's aide, one speech and language therapist, a school psychologist, and two classroom teaching aides. Additional personnel include one secretary, and three janitors. Ethnically and racially, the staff population is 93 percent White and seven percent Hispanic.

Description of Surrounding Community

The elementary school is a part of a Community Consolidated School District located in a northwestern suburb of Chicago in Cook County. The total district student enrollment is 6,356. This school's population is comprised of students from sections of three northwest suburbs with 17 percent coming from Mount Prospect, seven percent from Wheeling and 76 percent from Prospect Heights. Student enrollment for the 1986/1987 school year (the school year prior to the tax rate referendum) was 5,513 compared to the 6,356 students enrolled this school year. Eight-hundred and forty-three additional students

were present, which is a 15 3 percent increase. The socio-economic status of both the district and this school are low to middle income.

This school district operated 17 schools and one administrative center until three schools closed in 1980 due to declining enrollments. Three more schools closed within the next two years. Today the district operates 11 school buildings and one administrative center that are currently undergoing significant change. These changes include major renovation to the administration center as well as major additions to several of the existing buildings. These changes are taking place to accommodate a rise in student population and to create space for new innovative programs that the district offers.

Regional and National Context of the Problem

The ability of children to interact with literature in an independent and positive way is a problem that is upheld in today's reading research. Much research has been done on the beginnings of reading and writing in young children. Several studies have shown that for virtually all children in a literate society like ours, literacy learning should begin and does begin early in life. Reading to children has always been supported by educators in trying to increase reading comprehension and oral language facility. According to Teale and Martinez (1988), the teacher plays a key role in promoting children's interactions with books, for it is by reading aloud that the teacher gives the children access to the meanings inside the covers of the books.

> There is no substitute for a teacher who reads children good stories. It whets the appetite of children for reading, and provides a model of skillful oral reading. It is a practice that should continue throughout the grades. (Anderson, Hiebert, Scott, Wilkinson, 1985 p. 51)

Martinez and Roser (1985) state that rereadings of the same book are particularly helpful to young children because they permit exploration of a variety

of features of the book. Sulzby and Teale (1987) acknowledge that the books that are read repeatedly to young children will then be "reread" on their own. Successful early childhood educators have long combined reading aloud, the reading of predictable books, discussing stories with children, the extensive use of classroom libraries, and numerous types of informal drawing, writing, and other pre-reading activities. The combination of group storybook reading, the use of a classroom library, and cultivating emergent storybook behaviors seems an especially promising strategy for getting young children on the right road to reading.

Research has shown that children who are exposed to literature at an early age tend to develop sophisticated language structures (Chomsky, 1972). Cohen (1968) agrees with Chomsky's findings, concluding that language development correlates with reading success utilizing language to interpret and organize experiences in order to understand what is in our world. According to Cullinan (1987), young children use language to make sense of their world; they often express their perceptions in vivid images to explain how things seem to them. She also states that literature informs the imagination and feeds the desire to read. If children are exposed to rich examples of literature, they will foster a development for images and story patterns to utilize in their own expressive work. Cullinan (1987) states that a Book Industry Study shows that 80 percent of all books read are read by only 10 percent of the people. The survey also shows a decline in book readers in the age group under 21. Children will ultimately become proficient readers by experiencing reading and reading more. Cullinan acknowledged that learning to read is like learning to play the piano: the more we practice, the better we become. Becoming a Nation of Readers (Anderson, Hiebert, Scott, Wilkinson, 1985) shows that students who read most read best.

Chapter 2

PROBLEM EVIDENCE AND PROBLEM CAUSE

Problem Background

The inability of primary students to use a variety of strategies, interact with literature and develop the skills and attitudes to become independent readers has generated concern among the teachers and parents in this school setting. It has been observed that students enter school possessing both a lack of readiness experiences and home reading materials at their disposal. Response to this concern was evidenced by teacher observation, lack of mastery of prerequisite reading skills, and referrals to the child study team. Curriculum Based Measurement testing was utilized to determine the actual level of student functioning within kindergarten, first and second grade students and third grade learning disabilities resource students.

The response of the staff to the primary students' inability to develop adequate reading skills and attitudes included Chapter I reading services, whole language reading adoption, literacy lab, child study team interventions, and cross-grade level peer tutoring. Primary educators from this site met for the purpose of selecting the evaluation instruments to be used and established parameters to define goal achievement. With the assistance of Curriculum Based Measurement testing, it was determined that a large number of students were considered to be at-risk for reading failure. Each grade level was to collect data and design programs to move students toward the goal of overall reading improvement. Scores were to be reported for students in kindergarten, first

grade, second grade, and third grade learning disability resource students. It was decided that 40-60 words read correctly would be considered the standard to which all would aspire in grades two and three. However, the Curriculum Based Measurement testing for beginning first grade students consisted of letter and sound recognition and the sight recognition of the basic twenty-six Houghton-Mifflin words with one hundred percent mastery being the standard. No standards have been established for kindergarten. However, for the purposes of this study, mastery of the Houghton-Mifflin basic twenty-six sight words and the identification of alphabet letter-sound recognition was considered to be the standard for kindergarten.

Problem Evidence

Both subjective and objective means were used to determine the level of oral reading fluency and attitudes toward reading. A reading attitude survey was administered to students. (Appendix A) A questionnaire concerning reading habits was completed by the parents. (Appendix B)

Information regarding a second language being spoken in the home was gathered through school records.

Kindergarten parents were requested to complete a general information card during kindergarten orientation. One question asked was what other language was spoken in the home in addition to English. The results were then tallied.

The first and second grade teachers polled their students' parents during Open House to access how many other languages were spoken in the home. Each teacher tallied the responses for their respective classes.

The third grade learning disabled students' second language spoken in the home was determined through the use of the form, Language Use and Cultural Background, routinely used when a Case Study is being done

The results from the individual classes were compiled and can be noted in Figure 1

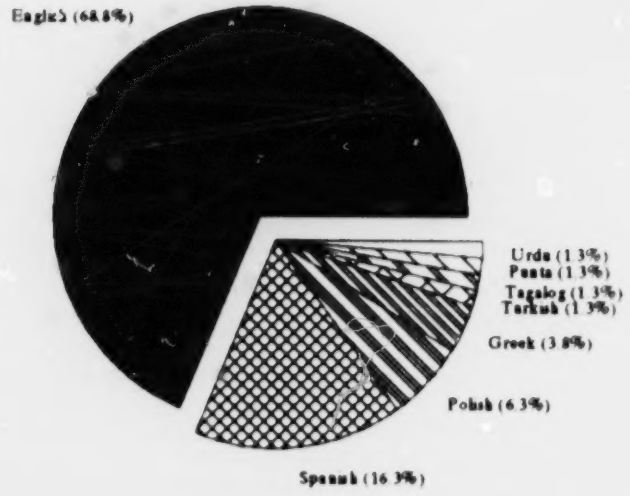


Figure 1
Languages Spoken in the Home; by Percent

A reading attitude survey was administered to the students involved in this action research study (Appendix A) Data in Figure 2 indicated that kindergarten and first grade students scored very high in both recreational and academic reading This judgement was based on the fact that students at this level of reading development still require their parents and teachers to read to them Therefore, there are no feelings of failure or pressure to succeed

Students at the second grade level exhibited a slight decrease in their attitudes toward recreational and academic reading. The academic responses may have been lower than the recreational responses due to the fact that reading is becoming more difficult and requires more independent reading practice.

The third grade learning disabled students' attitude toward recreational reading was higher than that for academic reading, but both levels were higher than that of second grade students. These children are reading at a level commensurate with their ability which is equivalent to a second grade reading level. This may promote a high comfort level and may ensure academic success.

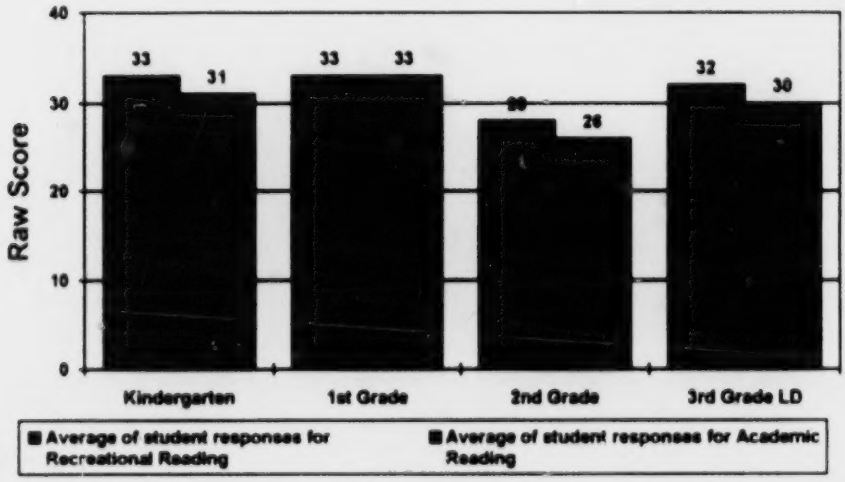


Figure 2
Summary of Responses of Students' Attitudes Toward Reading

A parent questionnaire/survey was conducted at each Open House in September, 1993, with the parents being given the option of anonymity (Appendix B). There was a total of five questions relating to students' attitudes

toward learning to read, library card ownership, frequency of students' library visits, and students' preferred books and authors. Figures five through seven represent data collected for each of the five questions.

Respondents to this survey were twenty kindergarten parents, eighteen first grade parents, seventeen second grade parents, and ten parents of learning disabled students. Data gathered from question number one in this survey, shown in Figure 3, indicated that the parents perceived their children as possessing positive attitudes towards reading.

For the purposes of this study, a four-point system was devised with four being the highest total of points possible for question number one relating to reading attitudes as perceived by the parents.

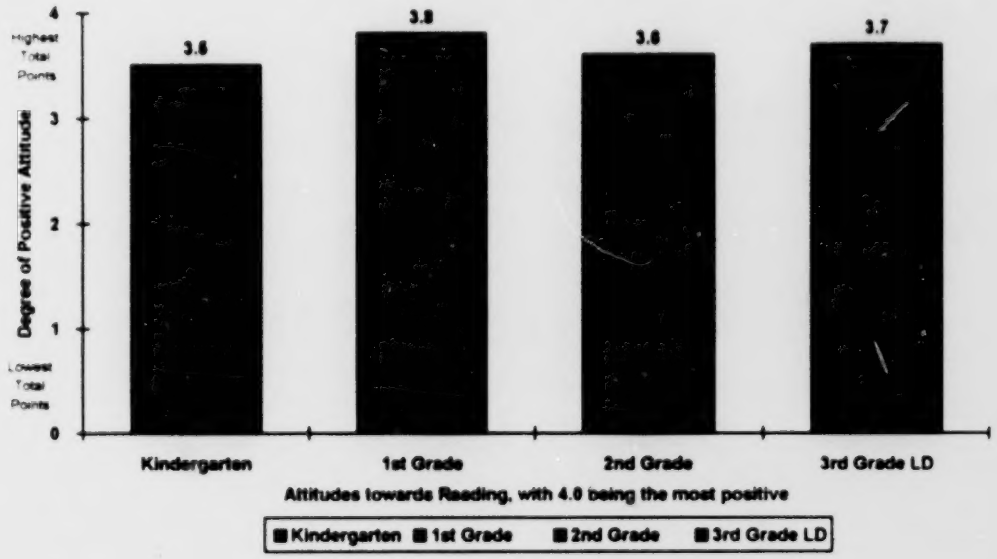


Figure 3
Average Scores of Attitudes Towards Reading

Data in Figure 4 indicated that students at kindergarten and first grade were divided almost equally as to the possession of a library card. The second grade students and third grade learning disabled students had a high percentage of library card ownership. This is attributable to the fact that these students had experienced a special unit in first grade designed to encourage going to the library. This unit culminated in the acquisition of their own library card.

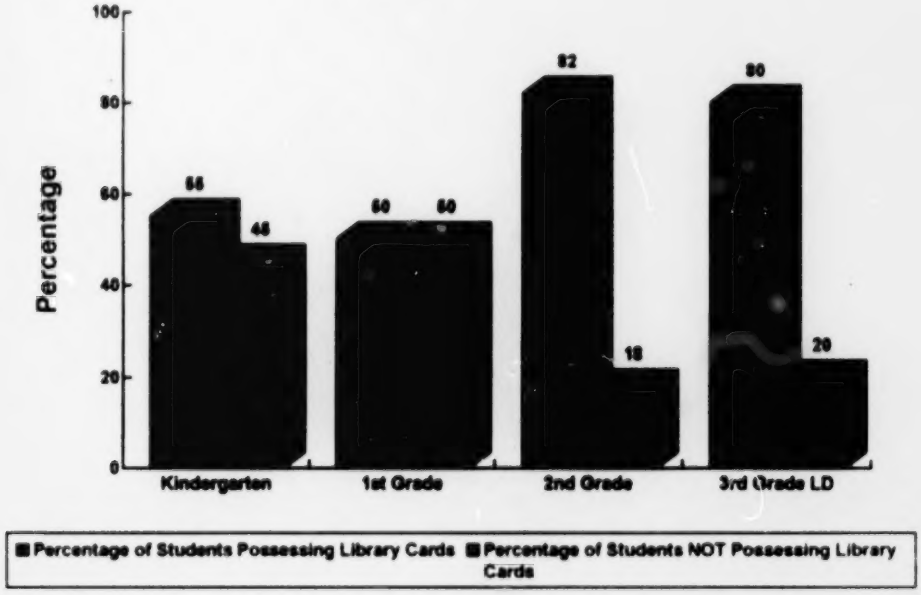


Figure 4
Library Card Ownership

In addition to library card ownership, data in Figure 5 revealed that the children in kindergarten demonstrated a higher frequency of trips to the library per year than the other students in this study. Several factors could have

contributed to this occurrence. Half-day attendance for kindergarteners in this setting could have provided more available time for library visits. Inexpensive, high-interest library programs available for young children and their siblings could also have encouraged more family library visits.

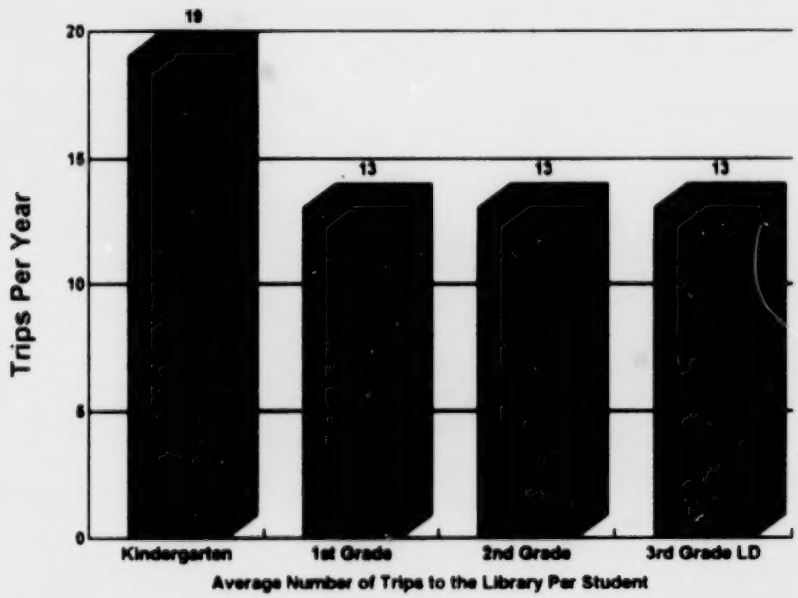


Figure 5
Average Number of Trips Per Year to the Library by Students

The parents indicated on the questionnaire (Appendix B) that the majority of children did have favorite books but the parents were unable to name their child's favorite author. (See Figures 6 and 7.) This inability to name an author suggests that the children are in the early stages of literacy development but lack the sophistication, knowledge, and familiarity with the identification of various authors.

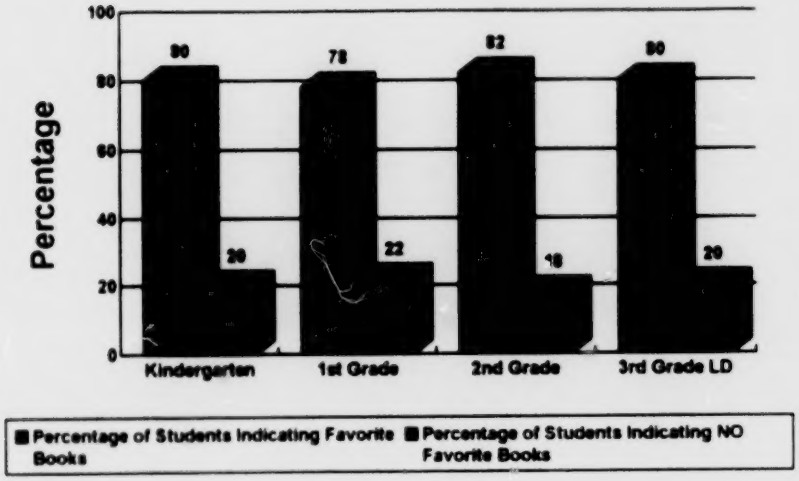


Figure 6
Favorite Books

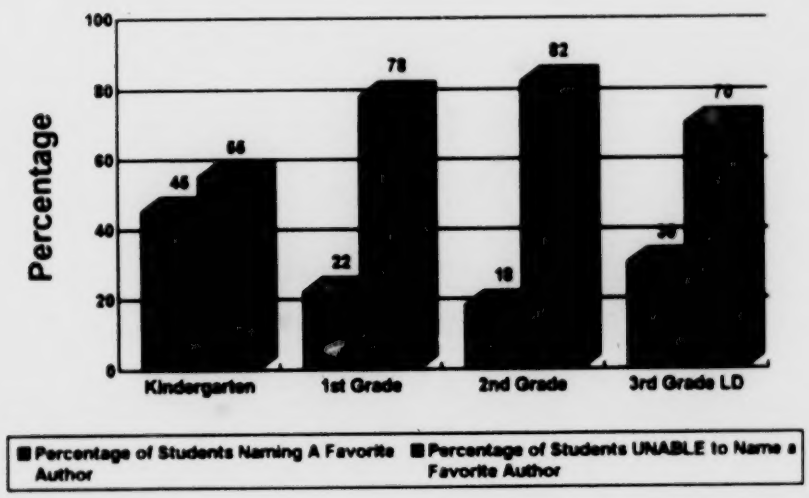


Figure 7
Favorite Author

The data in Figure 8 represent the number of alphabet letters recognized by entering kindergarten students. The figure is divided into two parts, one showing data on upper case letter recognition and the other showing data on lower case letter recognition. Data gathered by the administration of Curriculum Based Measurement testing (Appendix C) indicated that twenty-eight percent of the students were able to recognize twenty-four to twenty-six upper case letters, while twenty-four percent were able to recognize fewer than six upper case letters correctly. The remaining forty-seven percent of the students were able to recognize between twelve and twenty-two upper case letters correctly. Although no standards have been established for kindergarten, mastery of the Houghton-Mifflin basic twenty-six sight words and the identification of alphabet letter-sound recognition would be considered the standard for this study. These results fell below expectations for students beginning kindergarten.

Lower case letter recognition data was also gathered by the administration of Curriculum Based Measurement testing (Appendix C). Data gathered showed that a discrepancy existed between students' ability to recognize upper case and lower case letters. Fifty-two percent of the kindergarten students recognized less than twelve lower case letters. Twenty-eight percent were able to recognize fourteen to seventeen lower case letters and nineteen percent recognized nineteen to twenty-two letters. None of the students tested were able to recognize more than twenty-two of the twenty-six letters presented. These data also fell below the standards set for this setting for children entering kindergarten.

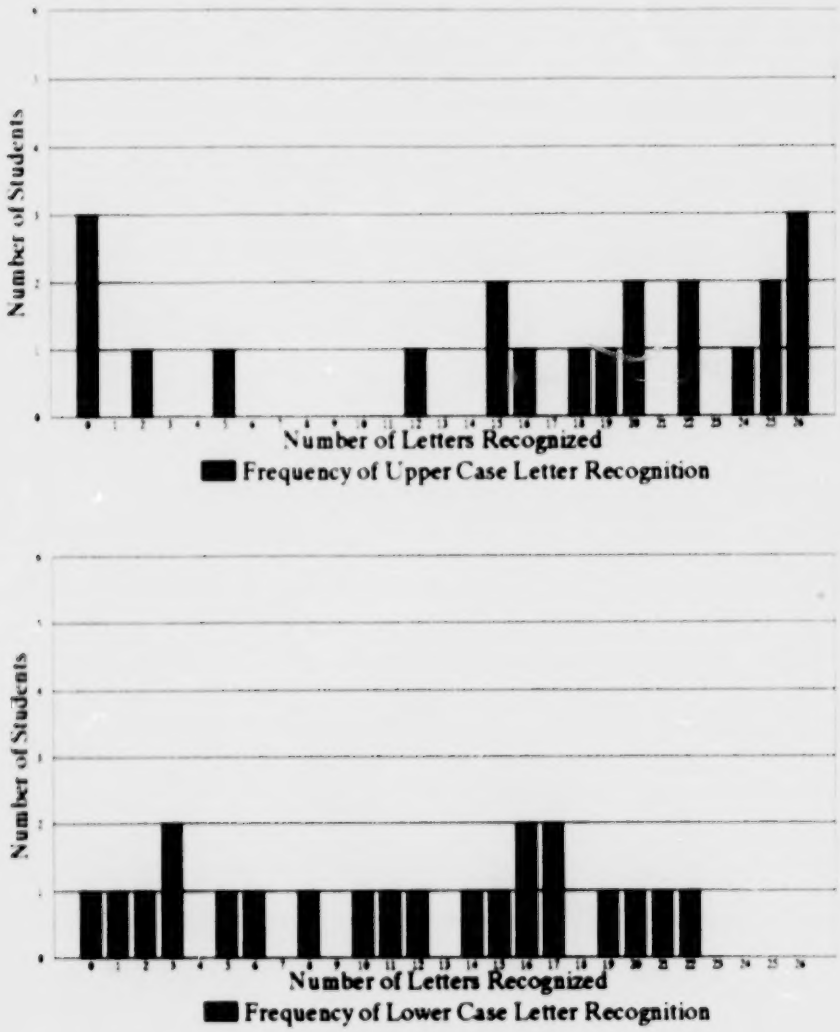

Number of Students
Number of Letters Recognized
Frequency of Upper Case Letter Recognition
Number of Students
Number of Letters Recognized
Frequency of Lower Case Letter Recognition

Figure 8
Frequency of Letter Recognition by Kindergarten Students

The data summarized in Figure 9 concern the alphabet letter-sound recognition of kindergarten students in this setting as well as the recognition of twenty-six basic sight words derived from the kindergarten level of the Houghton-Mifflin basal reading series used at this school.

As with data collected in Figure 8, data was collected for letter-sound recognition by the administration of Curriculum Based Measurement testing (Appendix C). Of the twenty-one students tested, twenty-four percent knew one or two sounds, while twenty-eight percent could not identify any sounds. Students recognizing between seven and ten letter sounds equaled thirty-three percent while nine percent knew either fourteen or sixteen sounds. One student of twenty-one tested was able to recognize all nineteen sounds. For this setting, students are evaluated on the recognition of nineteen consonant letter sounds. Vowels and the letter /q/ are not considered in the data collection presented in this figure.

The second portion of Figure 9 concerns the number of words recognized, with 26 being the set standard for the purpose of this study (Appendix C). A summary of these data indicated that one hundred percent of those tested knew less than five words. Of those twenty-one students evaluated, sixty-six percent were unable to identify any of the required basic sight words.

Data presented suggested that kindergarten students have had little exposure to prerequisite reading skills.

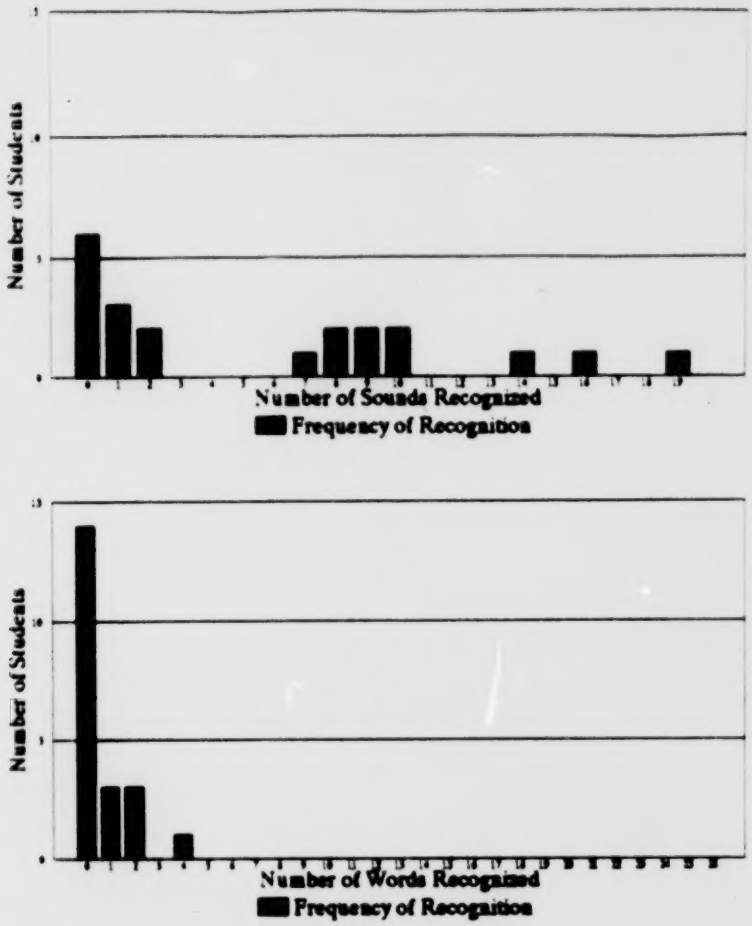
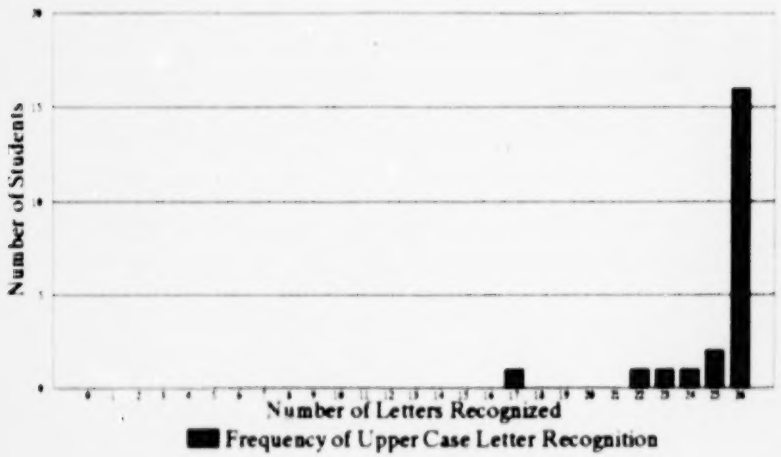


Figure 9
Frequency of Sound and Word Recognition by Kindergarten Students

Figure 10 presents data on the frequency of upper and lower case letter recognition by the first grade students. The data was collected by having the students identify the letters out of alphabetical order. (Appendix C) It was determined that ninety-five percent of this group could identify, twenty-two to twenty-six of the upper case letters. The remaining five percent could identify

seventeen of the twenty-six letters. These results fell below expectations for students beginning first grade.

It was determined that eighty-six percent of this group could recognize twenty-three to twenty-six lower case letters. There were five percent that could identify twenty of the lower case letters. There were nine percent that could identify sixteen out of twenty-six letters. Data gathered showed that students fell below expectations for first grade.



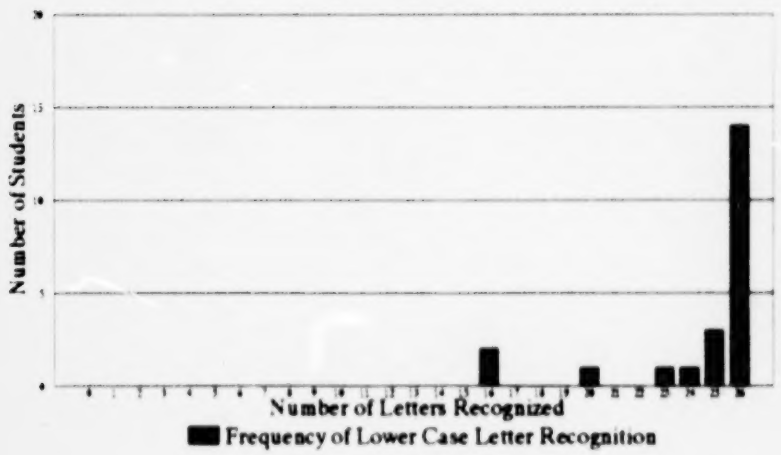


Figure 10
Frequency of Letter Recognition by First Grade Students

The data in Figure 11 summarized the alphabet letter-sound recognition of first grade students in this setting as well as the recognition of 26 basic sight words derived from the kindergarten level of the Houghton-Mifflin basal reading series used at this school. (Appendix C)

As with data collected in Figure 10, data was collected for letter-sound recognition by the administration of Curriculum Based Measurement testing. Of the twenty-two students tested, eighteen percent knew less than four sounds. Students recognizing between ten and twelve letter sounds equaled nine percent of those tested. It was determined that seventy-three percent of the students knew between fifteen and nineteen sounds. For this setting, students are evaluated on the recognition of nineteen consonant letter sounds. Vowels and the letter /q/ are not considered in the data collection presented in this figure.

The second portion of Figure 11 concerns the number of words recognized with twenty-six being the set standard for the purpose of this study. A summary of these data indicated that thirty-six percent of those tested knew between twenty-one and twenty-six words. Data indicated that eighteen percent of the students recognized between fourteen and nineteen words. Of those twenty-two students evaluated, thirty-six percent knew between zero and eleven words.

Data suggested that even though first grade students had exposure to prerequisite reading skills in kindergarten, they fell below the required expectations for mastery.

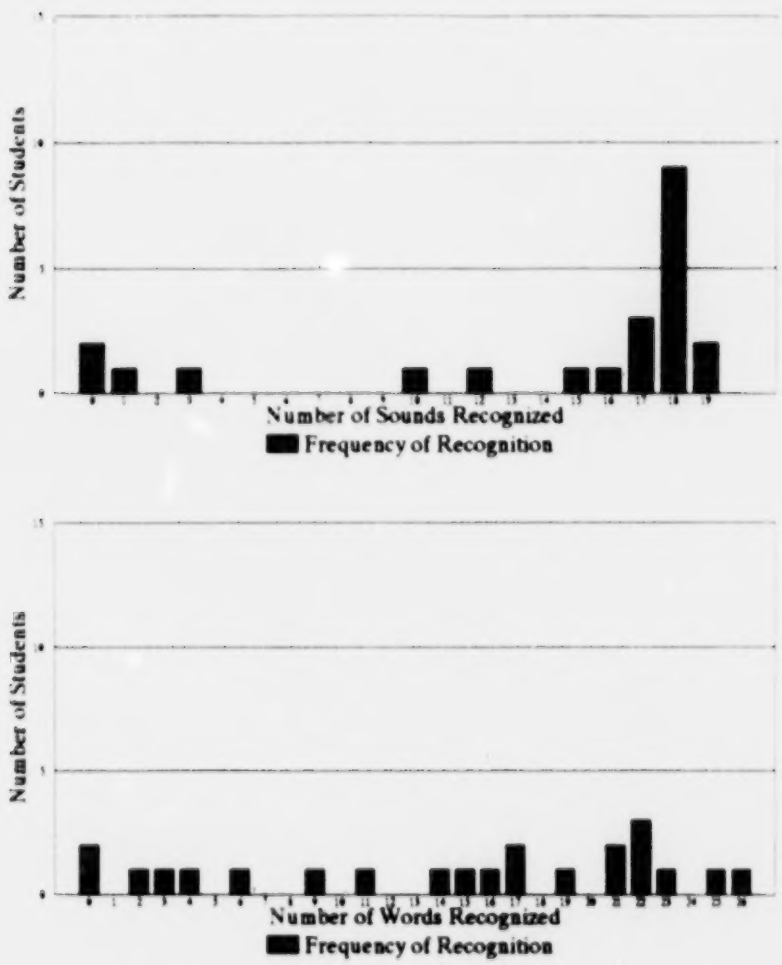


Figure 11
Frequency of Sounds and Words Recognition by First Grade Students

Figure 12 presented data on the oral reading fluency levels of a group of twenty-six second grade students. Curriculum Based Measurement testing (Appendix D) at the second grade level, was administered to obtain data related

to the reading achievement of this group. According to the established criteria of forty to sixty words read correctly, it was determined that forty-eight percent of this group fell below the average range and are considered to be at-risk readers. Thirty-two percent of this group were within the average range. This indicated that this average group of readers was successfully reading at their instructional level. Twenty percent of the students tested read above the average range indicating that they were successful and experiencing little difficulty at that level.

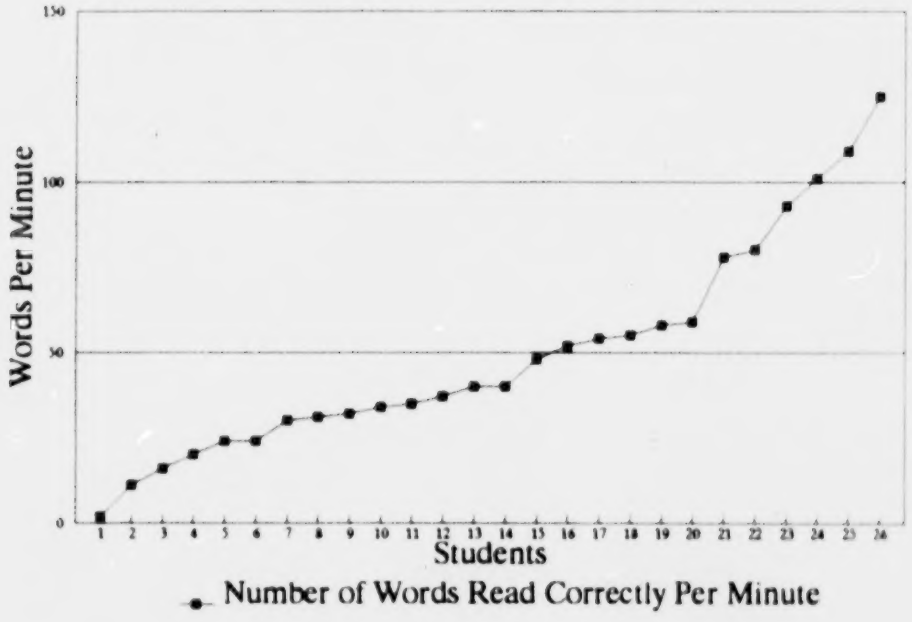

150
100
50
0
Words Per Minute
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Students
Number of Words Read Correctly Per Minute

Figure 12
C B M Scores for Second Grade

Figure 13 presents data on the oral reading fluency level of a group of twelve third grade learning disabled students. Data was collected using Curriculum Based Measurement testing (Appendix D) at the second grade level since this is the level where the students are functioning academically in

reading. According to the established criteria of forty to sixty words read correctly per minute, it was determined that fifty percent of this group, already reading one year below grade level, fell below the average range and are considered to be at-risk for reading failure. Seventeen percent of this group is within the average range. This indicated that in spite of being one year below grade level, these students are successfully placed for their reading level. Thirty-three percent of this group is reading above the average range. This indicated that these students are successful at this second grade reading level and should be experiencing little difficulty.

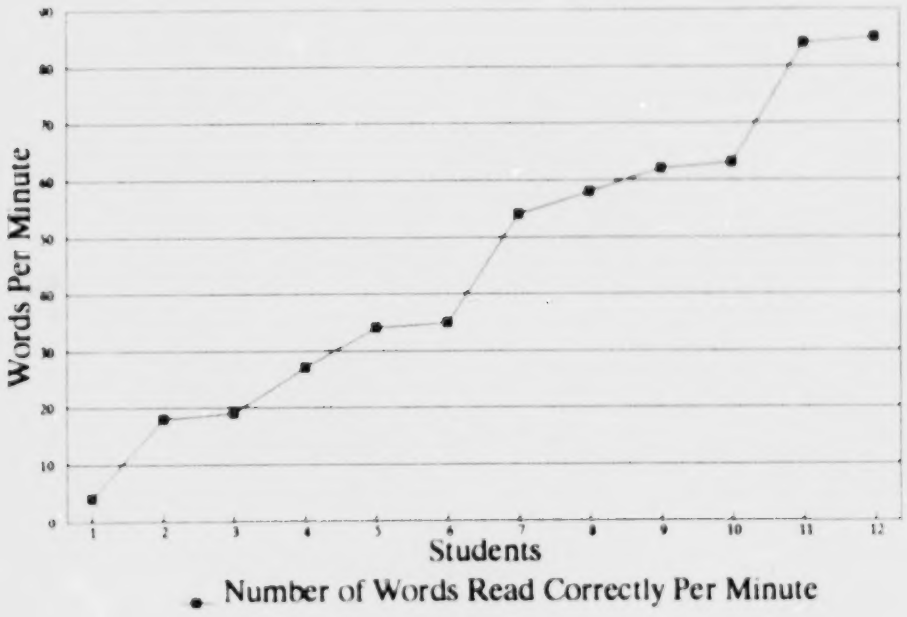


Figure 13
C I3 M Scores for Third Grade LD

Probable Causes of Problem

Probable causes suggested by the setting and the literature were deficiencies relative to shared home reading and availability of reading material in the home, early exposure to literature and life experiences, positive parental role models, and a second language spoken in the home. Reading for pleasure and information are primary goals of reading instruction. However, a substantial number of students are not developing lifelong reading habits and are devoting less of their leisure time to reading. Bellanca (1992, p. 201) suggests the dissolution of the "traditional" family affects student achievement in school. Increasingly, a number of children who attend school now come from single-parent, dual working-parent, and no-parent homes. Educators report that these family structures are the norm and no longer the exception. Bellanca (1992, p. 201-202) further states:

> Probably nothing is more difficult than the lack of time these parents have for their youngsters. The time to support, assist, correct, model positive values, communicate expected behavior and encourage social skills is often not there, not because the parents are bad, but because they are struggling to earn the dollars to keep the family fed and clothed. Add the decreased time and energy for proper supervision and the result is more students arriving at the schoolhouse door without the basic...skills in place.

As stated by Turner (1992), both home and school literacy environments are significant in fostering students' interests in reading. When families do not value reading, and these values are passed on to children, teachers have a difficult time convincing students to read for pleasure. Anderson (1985) maintains that children become successful readers when parents monitor their progress in school, become involved in school programs, support homework, buy their children books or take them to libraries, encourage reading as a free time activity, and place reasonable limits on such activities as TV viewing. Huck and Kerstetter (1987) concur that television and other media are so pervasive in

our society that many children begin school never having heard a story or having seen a significant adult in their lives reading a book.

There is a clear relationship between success in reading and the reader's level of background knowledge. Anderson (1985) agrees that children who have gone on trips, walked in parks, and gone to zoos and museums will have more background knowledge relevant to school reading than children who have not had these experiences. According to Jongsma (1990, p. 522):

> ...the roots of lifelong literacy are planted within the family and cultivated by the child's early exposure to books and to reading models.
> ...numerous studies show, success in learning to read is related to listening to stories in the preschool. ...(and) all children (should) have this valuable experience before they arrive at school.

Students who have been introduced to literature gather a background knowledge and a heightened interest in learning to read. It has been observed in this setting that children from diverse cultures enter school with fewer exposures to the tools of literacy and, therefore, are more at-risk relative to their literacy acquisition. Henrikson (1983, pp. 1&3) confirms that:

> Research shows that most parents want to help their progress in school, but many report that they do not know how to assist their children at home. Some parents fear they will be blamed for the poor performance of their children. Others, particularly minority parents, may have low self-esteem and/or negative feelings about schools.

According to this district's bilingual coordinator and bilingual teachers at this site, in order to read as second language learners, students must understand what they hear or read. They also maintain that second language learners appear to have shorter attention spans than native speakers, but in

actuality, those students may be suffering from the fatigue of trying to make sense out of their new language.

A summary of probable causes for the problem gathered from the site and from the literature included the following elements:

1. students possessed a limited variety of readiness experiences,
2. students have an inadequate degree of mastery of necessary prerequisite reading skills for the next grade level,
3. students frequently referred to the Child Study Team for intervention assistance,
4. students' Curriculum Based Measurement test scores indicated a large number of children to be at-risk for reading failure,
5. students' homes offered limited or non-existent shared home reading with insufficient reading material in the home,
6. students' insufficient early exposure to literature and life experiences,
7. students' absence of positive parental role models,
8. students lived in homes where English was the second language spoken.

Chapter 3

THE SOLUTION STRATEGY

Review of the Literature

Analysis of probable cause data suggested that although students' attitudes toward reading are high, Curriculum Based Measurement results indicated a lack of prerequisite reading skills necessary for success for the kindergarten, first grade, second grade, and third grade learning disabled students targeted for this action research project.

In addition to these data, research literature suggested the following probable causes: a limited variety of readiness experiences for school, limited or non-existent shared home reading with available reading material in the home, an insufficient early exposure to literature and life experiences, the absence of positive parental role models, and English as a second language spoken in the home.

The literature search for solution strategies was organized as represented by these probable cause data. Analysis of these data suggested that a series of topics would be addressed: 1. parent/child home reading attitudes and behaviors, 2. early exposure to a literature-rich home with quality life experiences, and 3. second language learners.

A review of the literature indicates that children possessing a natural interest in books and who become early readers are more likely to come from homes where they have been read to regularly by parents, siblings, or other family members.

> The children who "learn to read by reading" before they ever come to school do not do so in a month, or even in a year. Their reading success appears to stem from consistent exposure to books during the first three years or so of their lives (Atkinson, 1989, p. 21).

According to Bloom, as quoted by Hansen (1989, p. 21), "an appreciation of literature" and an "availability of books in the home" are considered to be important factors in the influence of the home on later achievement patterns. Durkin's longitudinal studies, cited by Hansen (1969), lend further support to the concept that the home environment has an important effect on a child's reading progress. (Hansen, 1969, p. 21). Research by Piel, as stated by Hansen (1969, p. 21), indicated that the library usage of first grade children from low-income families in Chicago was directly related to their mother's usage, as was the number of books the child owned. In this specific school setting, it has been observed that children differ in their personal literacy backgrounds. It has also been noted that the families differ in the availability of personal resources to help promote the educational growth and well-being of their children.

Major corporations across America have acknowledged the lack of parental home involvement with today's school-aged children. Their response has been to institute programs such as Book-It, designed by Pizza Hut, Marriott's 600 Minute Reading Club, and World Book's Excellence in Reading Program. These incentive programs have been implemented at this site and have proven to be effective solution strategies.

The second topic to be addressed is the importance of early exposure to a literature-rich home with quality life experiences. Success in learning to read is directly related to listening to stories in the preschool years. Children who have had these daily experiences come to kindergarten with a larger vocabulary than those children who have not been read to at home. Their proficiency with

oral language, which has been gained through listening, later becomes the foundation for reading in the classroom. (Anderson, 1985, p. 23)

The Carnegie Library in Pittsburgh, Pennsylvania, has designed an effective program to get appealing children's books into the homes of those families who cannot afford them. They are also assisting non-English, as well as, English speaking parents who are not fluent readers in developing the requisite skills and confidence to read to their children.

Further evidence, as described by Routman (1988) at the Moreland School, Shaker Heights, Ohio, concerned one student who made dramatic improvement after parent involvement was encouraged by the staff. Being severely academically deficient and socially immature, one first grade student had been recommended for kindergarten retention, which the parents refused. After a conference between home and school took place, it was decided that a collaboration between the two was necessary. Parental and school expectations were increased. Parents began reading daily to this student at home also. As a result, this student was reading above grade level by spring and her self-esteem flourished.

> Anderson, Hiebert and Scott (1985, p. 27) concurred that:
> Parents play roles of inestimable importance in laying the foundation for learning to read. A parent is a child's first tutor in unraveling the fascinating puzzle of written language. A parent is a child's one enduring source of faith that somehow, sooner or later, he or she will become a good reader.

The third topic to be addressed is second language learners. According to Freeman (1993, p. 552):

> The number of students in American public schools who speak English as a second language has grown steadily over the last few years. Olson (1991) reports that during the 1989-90 school year, 5% of all students K-12 in the United States were classified as limited or non-English proficient (LEP or NEP).

Statistics on the academic and literacy achievement of language-minority students suggest a dire need for teacher's attention to literacy, the most fundamental of all academic abilities. (Fitzgerald, 1992, p. 643) goes on to state:

> Thus ESL students who are beginning to learn to read and write in English, as well as those who are more advanced, benefit from classrooms and curricula structured to focus on and revolve around the functions and purposes of reading and writing.

In Brownsville, Texas where over 80% of the residents are Hispanic, a Language to Literacy project was instituted in six of the district's twenty-six elementary schools. The first and foremost step in this program focused on children's literature in the classroom. Roser, Hoffman and Farest (1990, p. 555) worked with seventy-eight teachers and approximately 2,500 children during the eighteen months of this project.

> Our objectives for sharing literature with children through a unit approach were these: (1) offering exposure to a variety of children's books; (2) contributing to a rich literary environment; (3) motivating responsive reading; (4) encouraging voluntary reading; (5) expanding reading interests; (6) helping children grow in language, reading, writing and thinking; and (7) helping children to discover their own connections with literature.

Of the six schools, five made statistically significant growth in their scores on the state-mandated test of basic skills. Their results further indicated that a literature-based program can be implemented successfully in schools that serve second language learners. It was also found that these students responded to this type of program in the same positive ways as any student would, with enthusiasm for books, willingness to share ideas, and growth in language and literacy.

In summary, research suggests that:

> Literature organized into these units of study has been shown to greatly enrich the read-aloud experience and add to the potential for student interest, independent reading and personal connection. (Hoffman, Roser & Battle, 1993).

Lionetti's (1987) classroom experience utilizing author studies in her whole language classroom illustrates the positive influence an author study can have.

> What began in my whole language classroom as a typical author study grew into a project of such magnitude that it lasted a whole year. I had no way of knowing in September when I first shared Tomie dePaola's The Art Lesson with my third grade class that his work would be invaluable in helping to change a "low-ability" (according to their scores on standardized tests), easily frustrated group of children into a highly motivated community of readers. One student wrote in his response log: 'Befor I started reading Tomie's books, I hated to read but Tomie turned my life arownd now I LOVE to read.' This is the chronicle of his and the other children's transformation. (p. 65)

Lionetti concluded that the author study experience changed her children's views as readers and writers. She felt they valued reading as an enjoyable activity and viewed reading as something they could do with success. The summation of Lionetti's author study states:

> What happened in this class is testimony to the fact that children learn to become good readers by reading a lot and that a talented author can lead children to discover the joy of reading. In doing so, that author gives a gift that will last forever. (Lionetti, 1987, p. 71).

Project Outcomes

The review of literature suggests that an author study intervention would be appropriate for this problem as defined in this setting. Therefore,

> as a result of the author study intervention during the period, October, 1993 to January, 1994, kindergarten, first grade, second

grade, and a group of third grade learning disabled students involved in this treatment will increase their reading skills and improve their attitudes toward independent reading.

The probable causes gathered from the setting and literature indicated deficiencies related to shared home reading and the availability of reading material in the home, early exposure to literature and life experiences, positive parental role models, and a second language spoken in the home.

In order to implement the author study intervention, the following intermediate objectives define the major strategic procedures proposed for the problem resolution.

1. As a result of curriculum development involving author-based studies, primary children will be exposed to a great variety of literary styles, genre, and authors.

2. As a result of immersing children in print, the risk-free environment would reflect a variety of printed matter such as newspapers, magazines, and numerous books from the library, providing a rich atmosphere for developing readers.

3. As a result of a home-based reading program, children will move toward becoming life-long readers, as both home and school will convey the message that reading is important and enjoyable.

Proposal Solution Components

The major elements of this approach fell into three categories: those involving author studies, those encouraging parental/home involvement, and the creation of a no-risk environment. These elements will attempt to affect an increase in students' reading skills and improve their attitudes toward independent reading.

Chapter 4

ACTION PLAN FOR IMPLEMENTING THE SOLUTION STRATEGY

Description of Problem Resolution Activities

The action plan is structured to address three major solution strategies: a no-risk classroom, parental/home involvement, and author studies. (Figure 14)

The creation of a no-risk classroom reading environment will begin prior to the opening of school during the time spent when teachers prepare and set up the classroom for general use. A no-risk reading classroom involves both the physical layout as well as a positive welcoming climate. A teacher in this setting provides children with a variety of literary materials and many opportunities to learn and grow.

The first component in a no-risk classroom is a print-rich environment. In the print-rich environment, the teacher: models reading and writing for students daily; creates lesson plans encouraging the children's interactions with reading and their peers; introduces students to a wide variety of reading materials; listens to the children's oral language and reading; reads to her students daily; arranges print displays that are at the student's instructional level; includes early literacy activities that involves environmental print and continually assesses the students' developing emerging literacy skills. A classroom rich in print will include displays of class created lists, charts, graphs, labels, signs, adult and student writing, as well as an abundance of writing materials and books.

The second component in a no-risk reading environment is a classroom library. The well-designed library corner is a focal point of the room which invites all students to visit and read. The classroom library area is located in an area of the classroom

ACTION PLAN

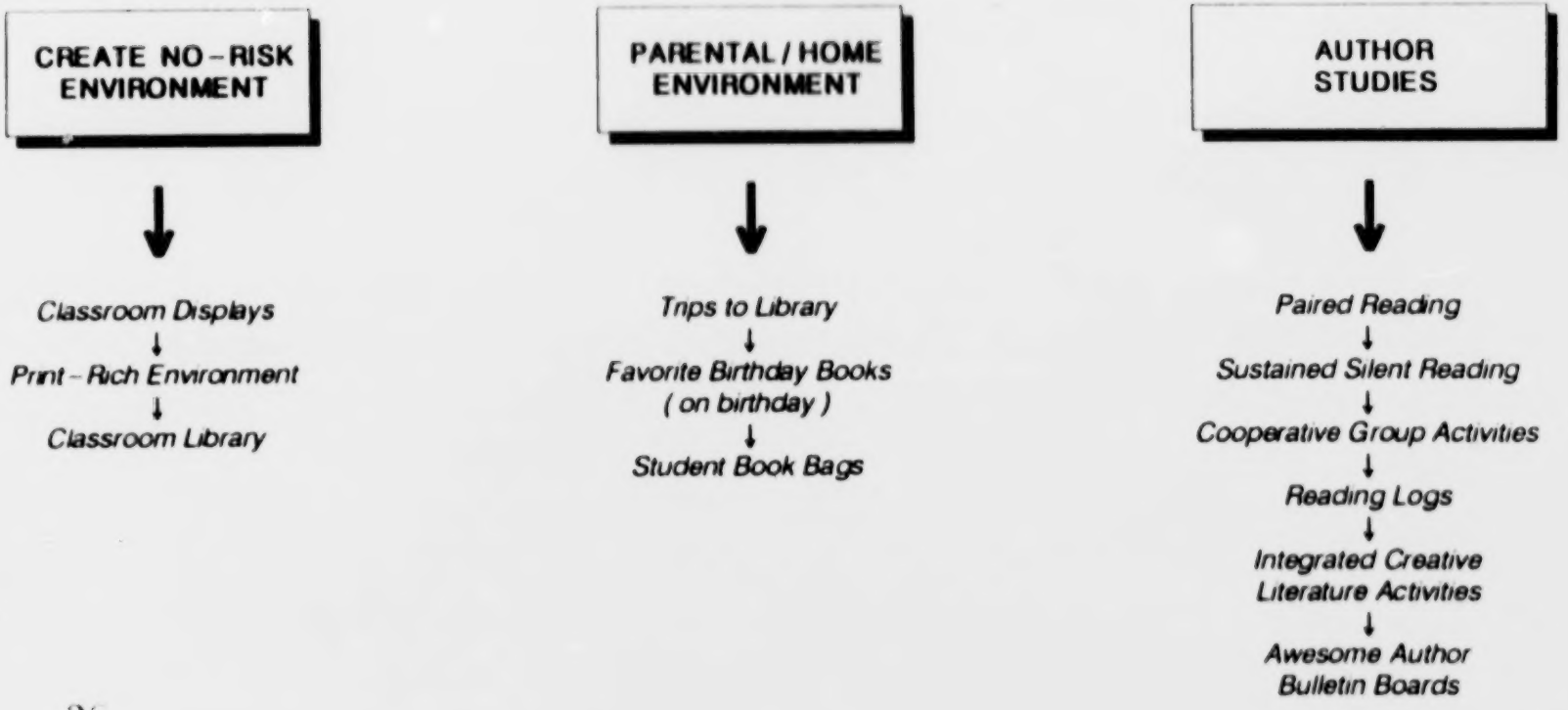


Figure 14

where there can be quiet and some privacy, but will naturally be easily supervised by the teacher. The library includes numerous books representing a wide variety of genre and addressing a wide range of difficulty to meet all the needs of the children in the class. It also contains a tape player, headsets, and cassettes to accompany favorite books. Story props, flannel boards, puppets, and comfortable seating can all be included to help encourage students to spend time daily in the reading corner of the room.

Children begin to develop as readers and writers before they ever come to school. This is especially true if the child is being raised in a literate environment at home where the parents realize the importance of reading and the many uses of print. Parents and teachers share an important educational goal: that of working together to foster a love of literature and reading in their children. For this setting, several methods of cultivating parental/home involvement will be addressed.

Parents and children will be encouraged to visit their local libraries on a regular basis. Children will also be encouraged to obtain their own library card to instill a sense of ownership in the reading and literacy process. Local librarians will visit this school setting for the purposes of instructing the children about the many fascinating books and events that are conducted at the local library. As an incentive for the children to obtain a library card, book marks will be distributed to each child when the child brings in the library card for sharing.

Birthdays are an event that all children and parents celebrate to some extent in this setting. To further involve the home in this literary process, three events have been introduced. On a child's birthday, a class created birthday book is produced for the birthday celebrant. Each child draws a birthday picture or writes a birthday message on a sheet of construction paper to be included in the class book. Prior to dismissal on that day, the book is read to the class as

part of the celebration. The book is then taken home and shared with the family by the birthday child.

Children are also encouraged to bring in their favorite book on their birthdays to be read to the class. The parents are requested to review this book prior to sending it to school as the student will be required to tell the title of the book as well as the author before the teacher reads the book orally to the class. Children capable of reading their books are encouraged to do so. This sharing of a favorite book will serve to introduce other children to new stories and authors, as well as provide some personal response on the part of the child who has brought in a memorable book. (Appendix E)

The use of real literature enables each child to discover that reading can be fun and exciting. As indicated by Routman (1988),

> One of the most important parts of the literature program is the wide reading students are encouraged to do. Our own observations, together with a wide body of research evidence, clearly affirm that the amount of reading children do greatly affects their growth in reading...The number of books read positively affects reading comprehension and attitude. Therefore, the classroom...must provide access to large numbers of quality books, and each child must be encouraged to read a substantial amount of material in and out of school. (p. 160)

Early in the school year books are sent home on a regular basis in a resealable plastic bag. This is a great advantage to those students whose homes are not filled with quality, age-appropriate reading materials, who do not visit the library regularly, and who may not have benefited from regular prereading home experiences prior to entering the traditional classroom setting. Parents are requested to set aside some quiet time each evening to read these books with their children. Books read will be entered on a reading log which is kept in the book bag at all times. (Appendix F)

The kindergarten and first grade students will also participate in the nationwide Pizza Hut Reading Program, as well as in Marriott's 600 Minute Reading Club. The second grade students and the third grade learning disabled students are participating in the Excellence in Reading Program offered by World Book. These programs are designed to further encourage parental home reading.

Children learn to become good readers by reading a lot, and a talented author can lead children to discover the joy of reading. When students read several books written by the same author, they can become intimately acquainted with how an author thinks and feels. Author studies enable children to focus on one author at a time so they can look for patterns in, for example, characters, setting, and plot. (Appendix G)

A variety of strategies will be employed during the author study intervention. Activities will be developed incorporating the following reading strategies:

- Paired reading enables children to become each others' tutor.
- Sustained silent reading (SSR) is a technique where students are given a regular fixed period of time to read self-selected materials silently.
- Cooperative group activities allow students to compare, contrast, and analyze various story elements throughout the author study.
- Reading logs are journals in which children write open-ended or prompted responses to literature. This encourages students to relate their reading to their own life experiences.
- Integrated creative literature activities may include rereading for different purposes, retellings of stories, innovations on stories, collaborations on stories, comparison charts of different versions of a tale, categorizing stories with similar themes, illustrating favorite scenes and characters, acting out a story, rewriting a story into a

play, listing alternative solutions for a problem in a story, writing stories for wordless picture books, making a mural, creating a diorama, making simple puppets, analyzing all the books by one author, charting the sequence of story events using graphic organizers, using listening centers with tapes of favorite stories, flannel board retellings, choral reading, storytelling, reader's theater, writing journal entries from a character's point of view, tape-recording interviews with children portraying different characters in the book, creating timelines of story events, painting, constructing or graphically displaying student's responses to literature.

- "Awesome Author" bulletin boards to display pictoral and biographical information about selected authors being studied.

Method of Assessment

A variety of authentic assessment methods will be employed to evaluate the effects of this intervention. The readministration of the Curriculum Based Measurement, the reading attitude survey, and the parent questionnaire will be conducted in February of 1994, and the results will be compared to the tests and surveys given in the fall of 1993.

The ability of students to demonstrate growth in reading skills and reading attitudes will be documented through teacher observations, reading logs, parental questionnaires, photographs, pre and post Curriculum Based Measurements, responsive - reflective literature journals, portfolios, art projects and dramatic exercises. (Figure 15)

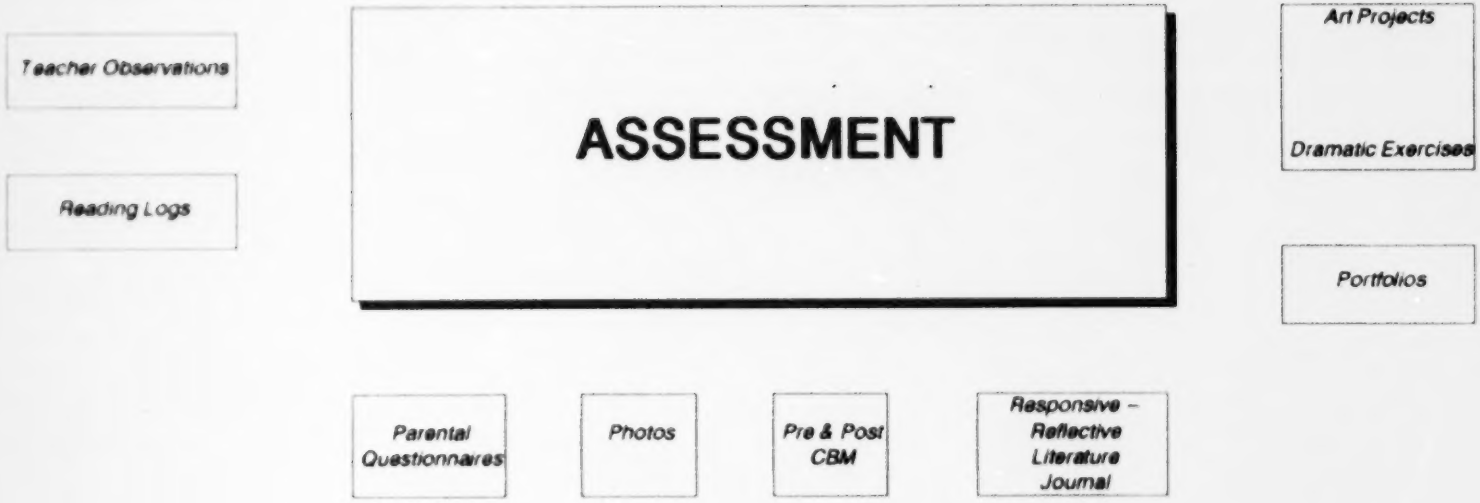

Teacher Observations
Reading Logs
ASSESSMENT
Art Projects
Dramatic Exercises
Portfolios
Parental Questionnaires
Photos
Pre & Post CBM
Responsive – Reflective Literature Journal

Figure 15

Chapter 5

EVALUATION OF RESULTS AND PROCESS

Implementation History

The terminal objectives of the intervention addressed three major solution strategies: the creation of a no-risk classroom, parental/home involvement, and author studies. Teacher observations and test scores indicated that primary students demonstrated an inability to use a variety of reading strategies, interact with literature and develop the skills and attitudes to become independent readers.

Therefore, the process objectives stated:

1. As a result of immersing children in print, the risk-free environment would reflect a variety of printed matter such as newspapers, magazines, and numerous books from the library, providing a rich atmosphere for developing readers.

2. As a result of a home-based reading program, children will move toward becoming life-long readers, as both home and school will convey the message that reading is important and enjoyable.

3. As a result of curriculum development involving author-based studies, primary children will be exposed to a great variety of literary styles, genre, and authors.

The creation of a no-risk classroom reading environment began in August 1993, prior to the opening of school. At that time, the physical layout of each classroom was designed to promote a positive welcoming climate, where children would feel comfortable while learning. A print-rich classroom setting was created by using a variety of literary materials. The classrooms included displays of class created lists, charts, graphs, labels, signs, adult and student

writing, as well as an abundance of writing materials and books. The classroom library included numerous books which represented a wide variety of genre and addressed a wide range of difficulty which met the needs of the children in the class. Students were encouraged to spend time daily in the reading area and to also visit their local library.

Class created birthday books were authored and illustrated for the birthday celebrant. Children were encouraged to bring in a favorite book to be shared with the class as part of their birthday celebration. The sharing of a favorite book served to introduce children to new stories and authors, as well as providing some personal responses on the part of the child who brought the book.

In October 1993, nightly book bags were sent home with first and second grade students in a resealable plastic bag to be shared with their parents. (Appendix H) Books read were entered on a reading log which was kept in the book bag at all times. If a child neglected to return the book the following day, the student was unable to select a new book.

To further encourage parental/home reading, several commercially designed programs were utilized. The kindergarten and first grade students participated in the Pizza Hut Reading Program as well as Marriott's 600 Minute Club. The second grade students and the third grade learning disabled students also participated in the Excellence in Reading Program offered by World Book.

Author studies were implemented to enable students to focus on one author at a time looking for patterns in characters, setting and plot. Through the author study implementation, students became acquainted with an author's thoughts, feeling and motivation for his/her writing.

All grade levels involved in this intervention were able to complete studies on three authors beginning in the fall of 1993 and concluding in February of

1994. Authors studied at the kindergarten level were Bill Martin, Jr., Pat Hutchins and Leo Lionni. Authors studied at the first grade level were Norman Bridwell, Mercer Mayer and Eric Carle. Authors studied at the second grade level were Arnold Lobel, Peggy Parish and Tomie dePaola. The third grade learning disabled students studied Dr. Seuss, Elsa Homelund Minarik, and Mercer Mayer. Each individual author study took approximately five to seven weeks to complete.

A variety of activities were incorporated into each author study. Each study was comprised of the following reading strategies: paired reading, sustained silent reading, cooperative group activities, reading logs, integrated creative literature activities and "Awesome Author" bulletin boards. One sample activity lesson for each author study is located in Appendix I.

Presentation and Analysis of Project Results

In order to assess the effects of the planned intervention, a two-part reading attitude survey was administered as a pretest in October 1993 and as a post test in Feburary 1994. The results of this pre and post test are presented in Appendix J and summarized in both Figures 16 and 17.

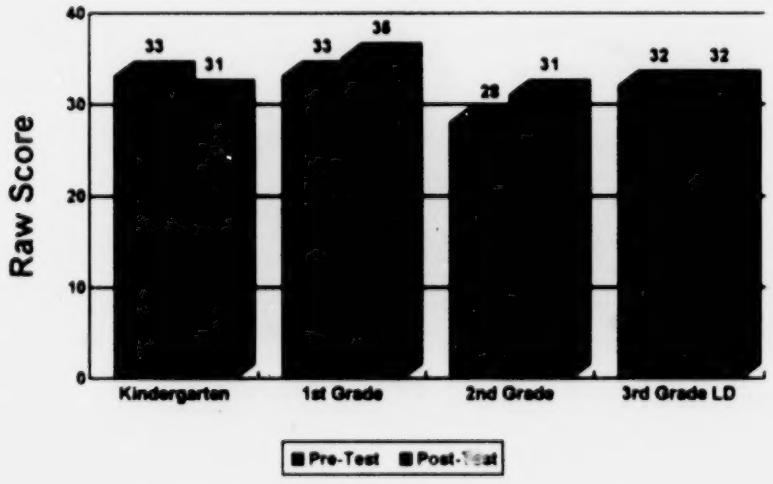


Figure 16
Summary of Responses of Students' Attitudes Toward Recreational Reading

The data in Figure 16 indicate pre to post test improvement toward recreational reading was highest at first and second grade with a decline in kindergarten. The level of the third grade learning disabled students remained the same.

The data in Figure 17 represent part two of the survey which summarizes the pre and post responses of the students' attitudes toward academic reading.

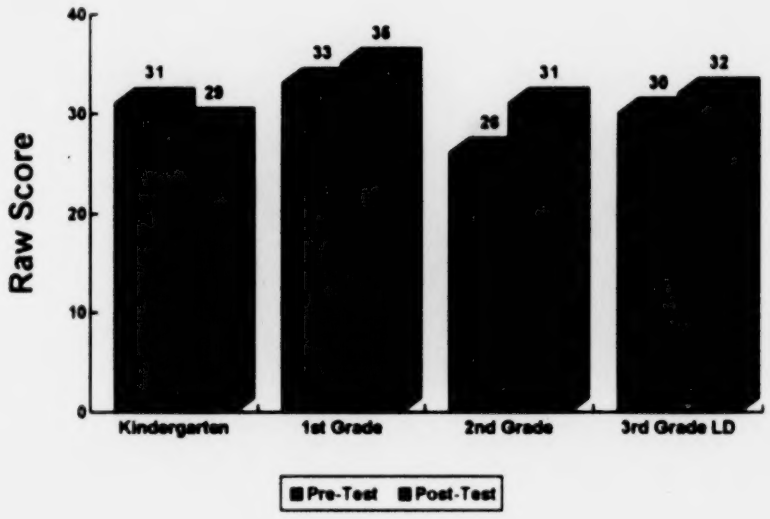


Figure 17
Summary of Responses of Students' Attitudes Toward Academic Reading

The data in Figure 17 indicate pre to post test improvement toward academic reading was highest at the second grade level with moderate improvement for both first grade and the third grade learning disabled class. A small decrease was noted at the kindergarten level.

A five question pre and post parent questionnaire was conducted to ascertain the parent's perception of their child's reading attitudes and habits (Appendix K). The data in Figure 18, which represents question number one,

indicates that students sustained a positive attitude toward reading at all four grade levels for the duration of the intervention

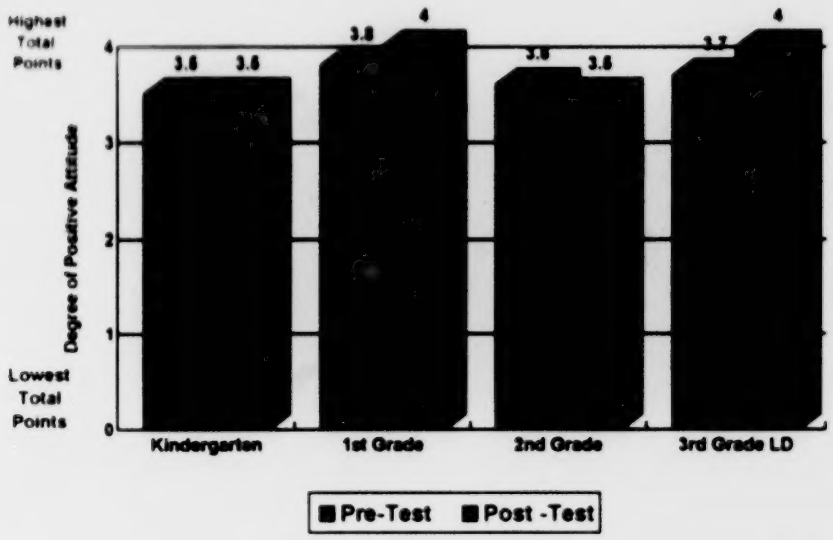


Figure 18
Average Scores of Attitudes Toward Reading with 4 0 Being the Most Positive

The second question on the parent survey addressed the topic of library card ownership Figure 19 denotes the pre and post results of those students possessing a library card The data in the graph indicate a growth in library card ownership at all grade levels except second grade

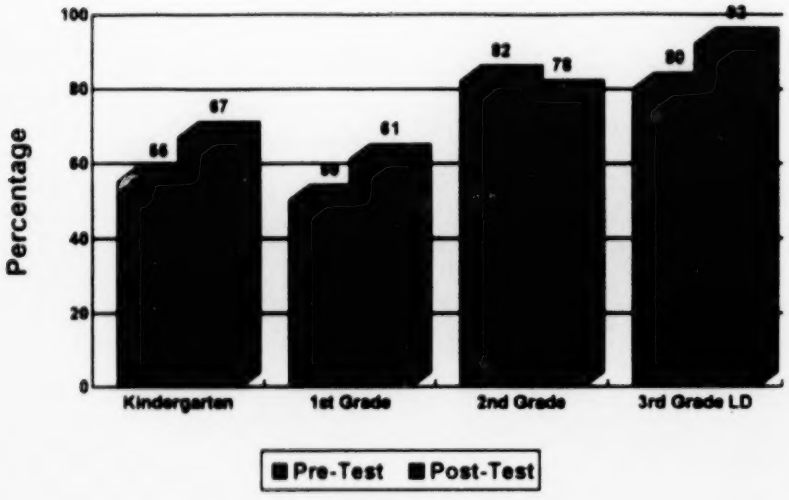


Figure 19
Library Card Ownership

The third question was in regard to the average number of trips to the library per student. The data in Figure 20 suggests that an increase was noted for first and second grade students while a decrease was noted in kindergarten and third grade learning disabled students.

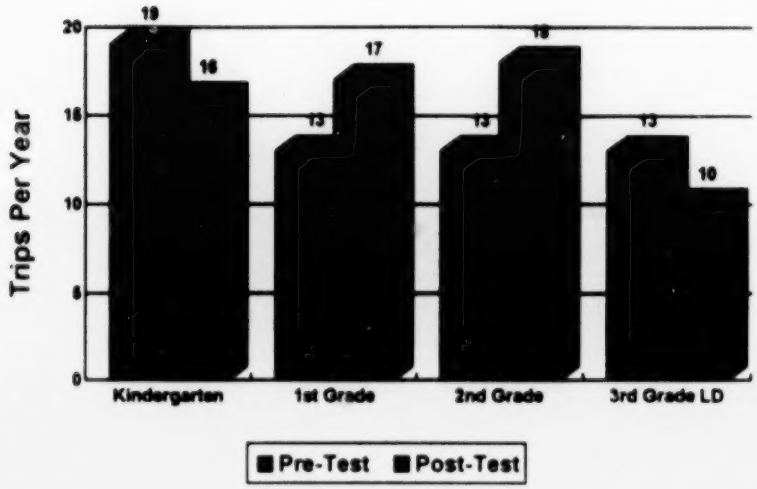


Figure 20
Average Number of Trips Per Year to the Library by Students

Figure 21 represents findings for the fourth question which involved naming a favorite book. There was a marked increase in the student's ability to name a favorite book in grades kindergarten, first and second as reported by the parents. A decline was noted in the third grade learning disabled student's ability to name a favorite book.

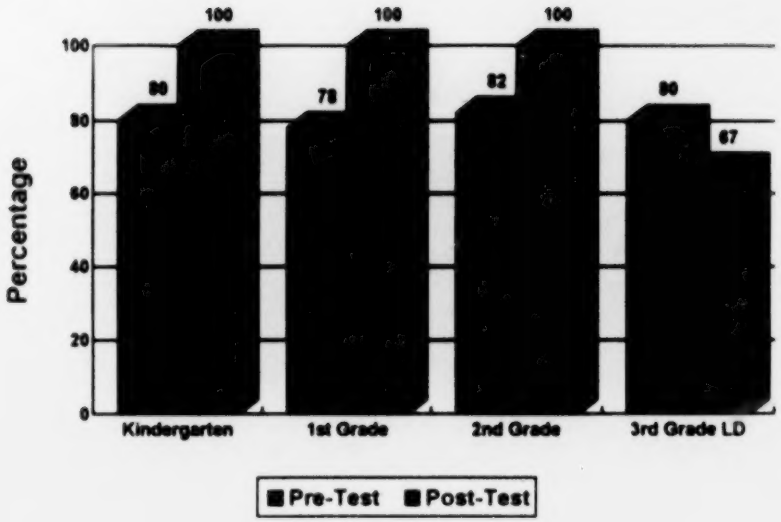


Figure 21
Percentage of Students Indicating Favorite Books

Figure 22 indicates a notable increase in the children's ability to name a favorite author as reported by the parents.

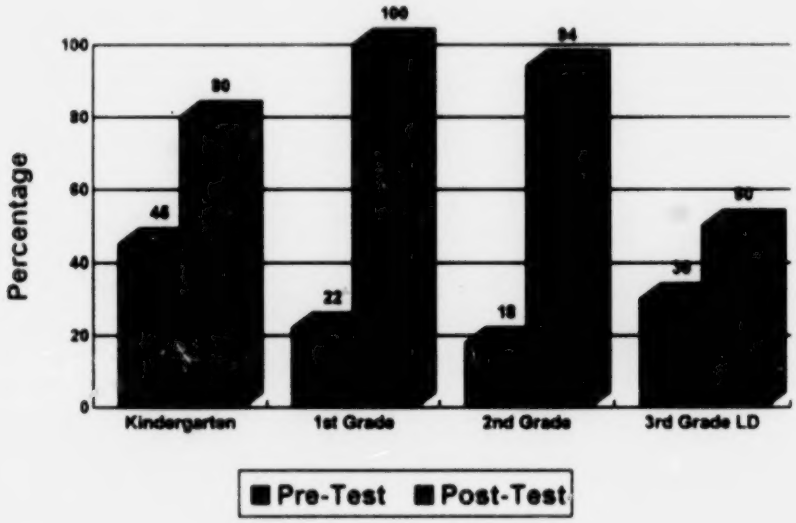
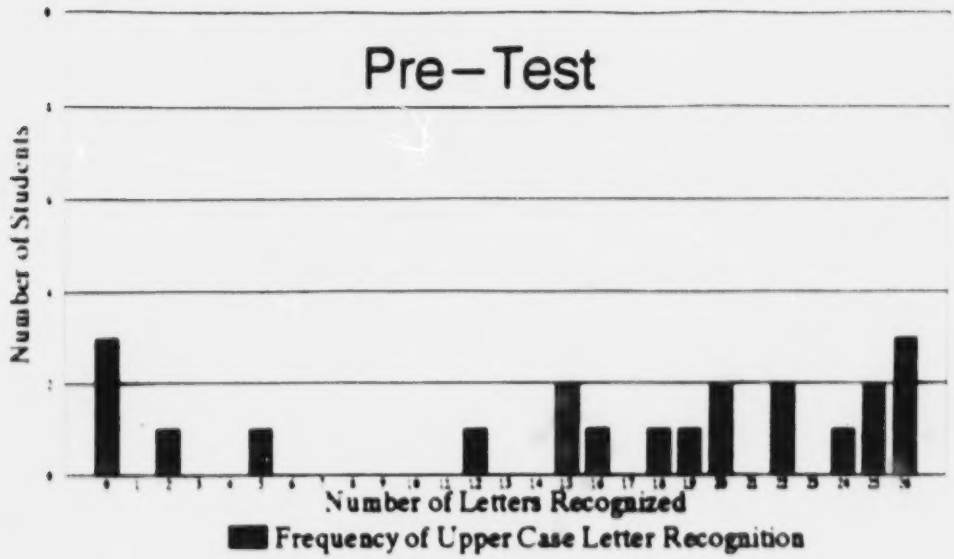


Figure 22
Percentage of Students Indicating Favorite Author

Curriculum Based Measurement was administered as a pretest in October 1993 and as a post test in February 1994 (Appendix J). Curriculum Based Measurement in kindergarten and in first grade consisted of upper case and lower case letter recognition, letter/sound recognition and the recognition of twenty-six sight words derived from the reading series. The three original reading probes were readministered to the second grade students and the third grade learning disabled students. These probes were selected from the second first grade book (1^2) and from the first (2^1) and second (2^2) books used in second grade.

The data indicate a pre to post test improvement in kindergarten students' ability to recognize upper case letters (Figure 23) and lower case letters (Figure 24), to recognize letter/sound associations (Figure 25), and basic required sight words (Figure 26).



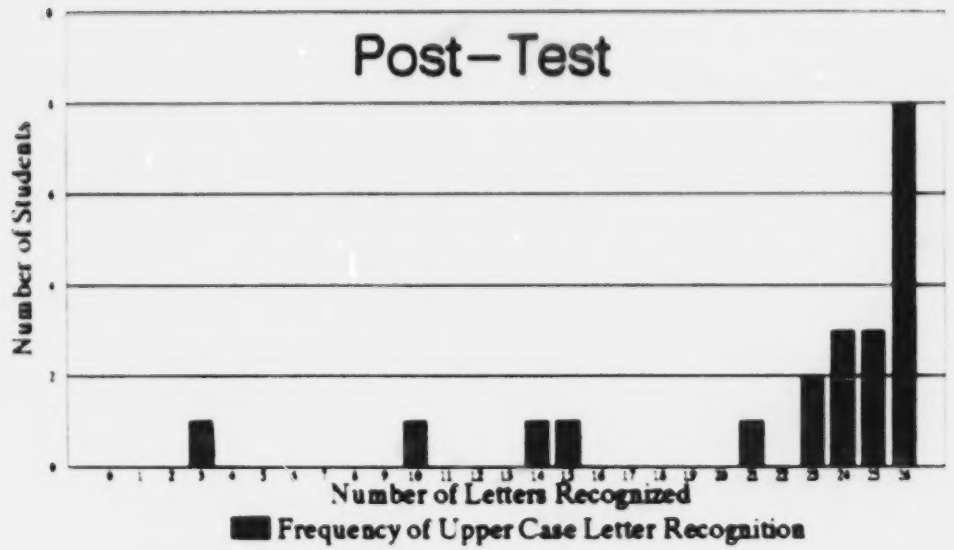
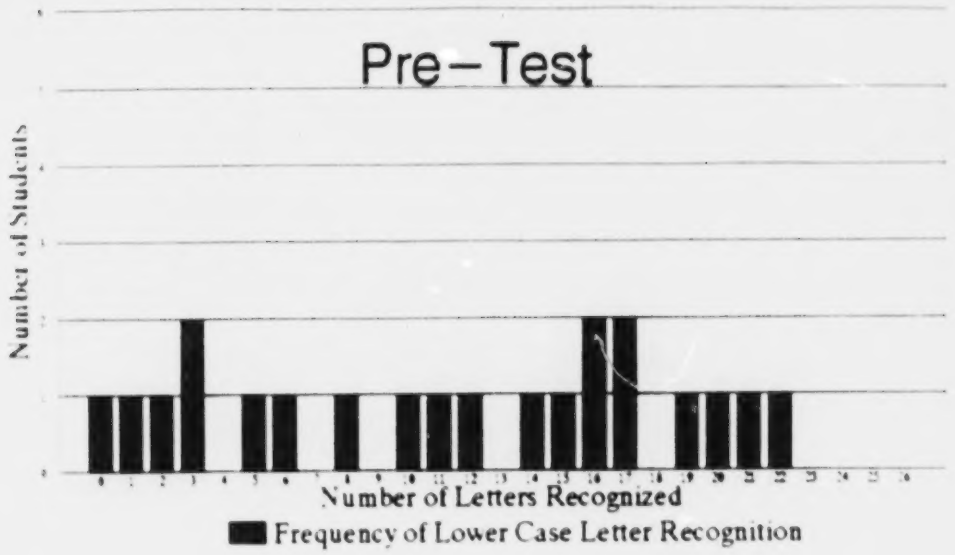


Figure 23
Frequency of Upper Case Letter Recognition by Kindergarten Students



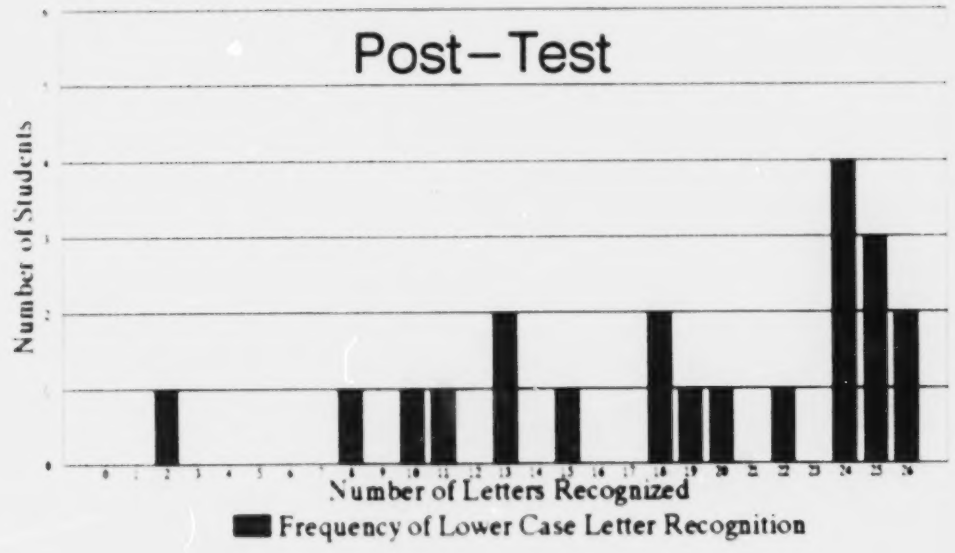
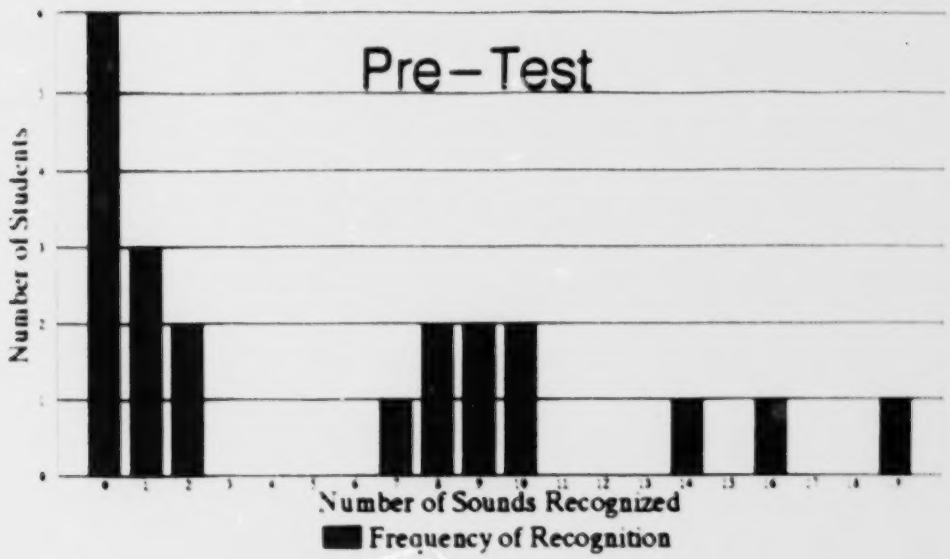


Figure 24
Frequency of Lower Case Letter Recognition by Kindergarten Students



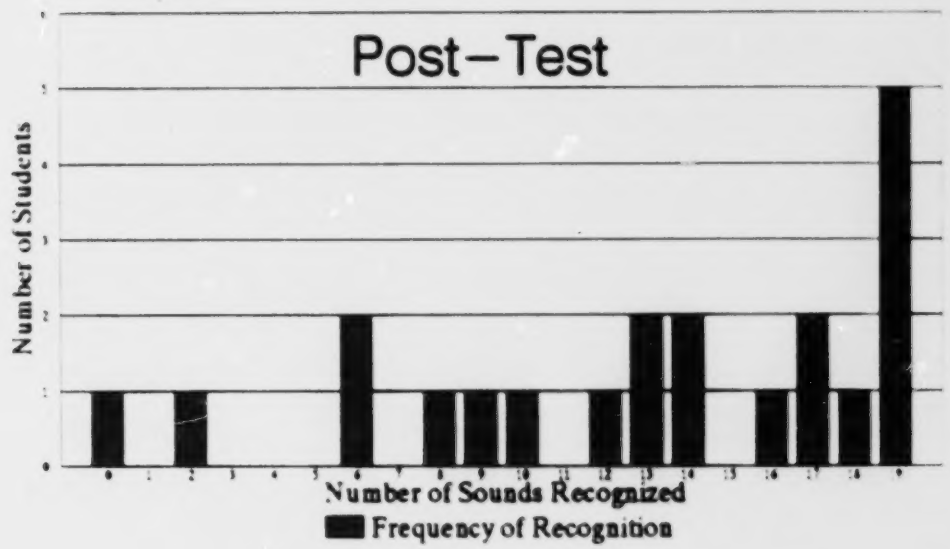
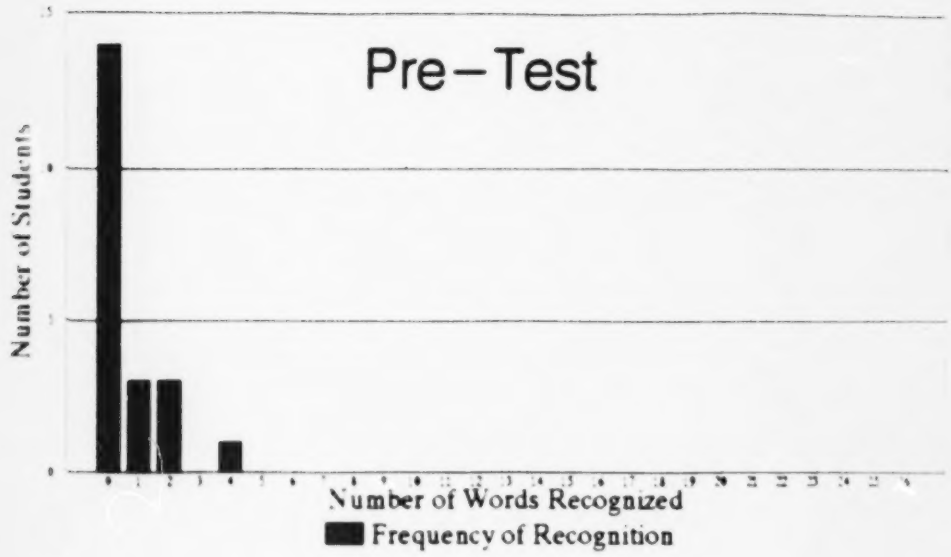


Figure 25
Frequency of Sound Recognition by Kindergarten Students



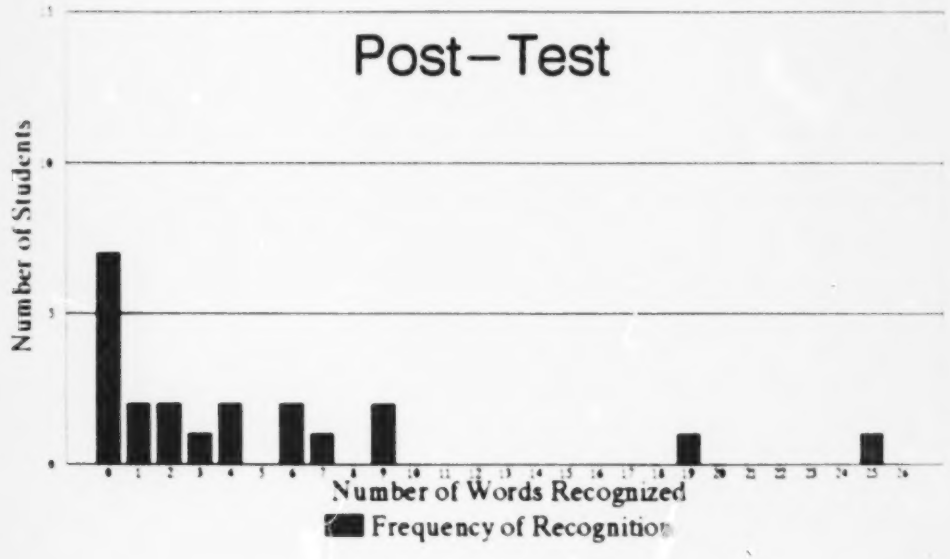


Figure 26
Frequency of Word Recognition by Kindergarten Students

The data indicate a pre to post test improvement in first grade students' ability to recognize upper case letters (Figure 27) and lower case letters (Figure 28), to recognize letter/sound associations (Figure 29) and basic required sight words (Figure 30)

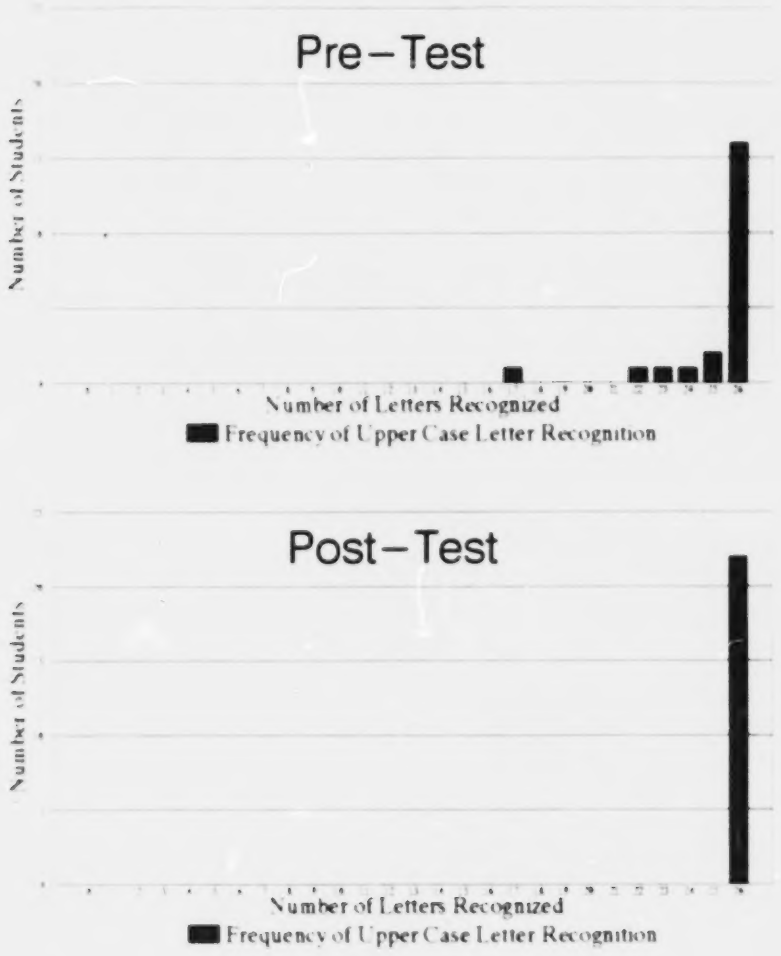
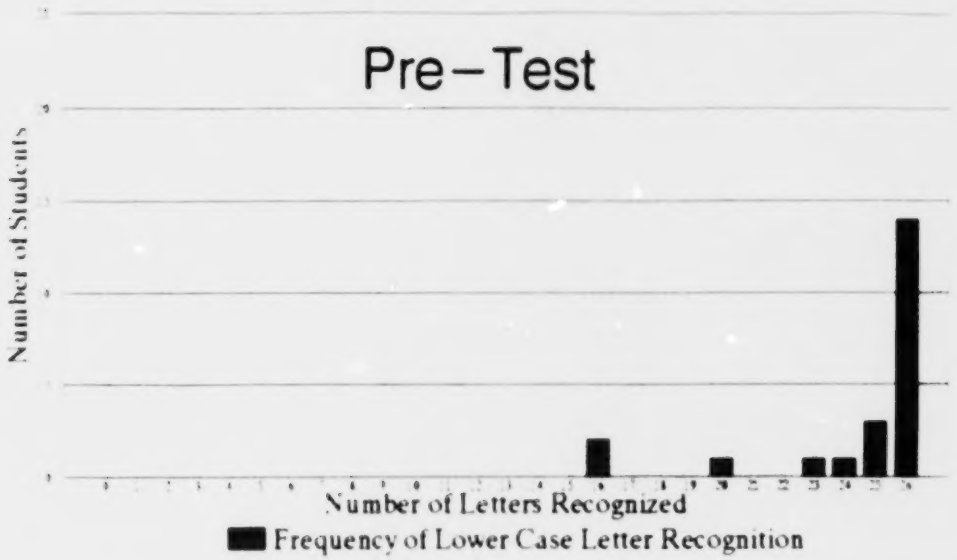


Figure 27
Frequency of Upper Case Letter Recognition by First Grade Students



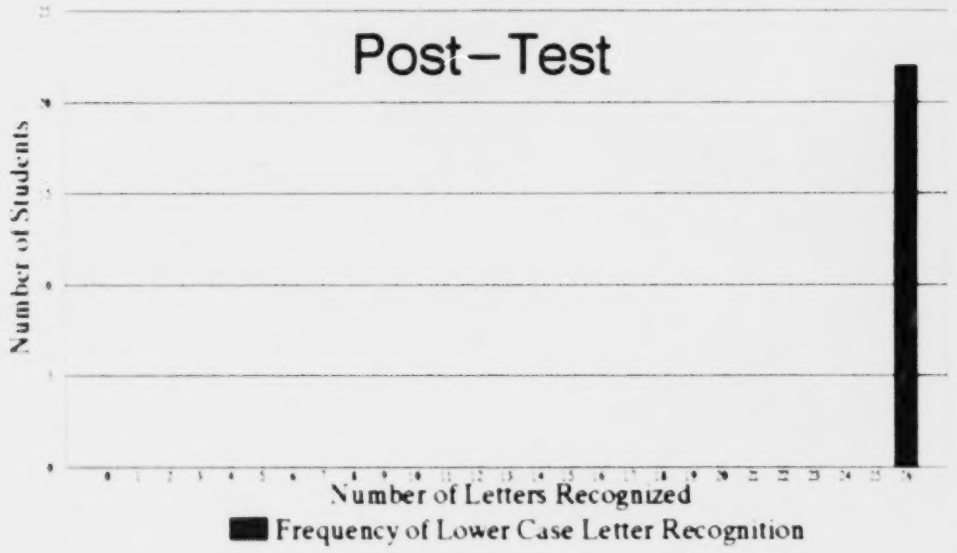
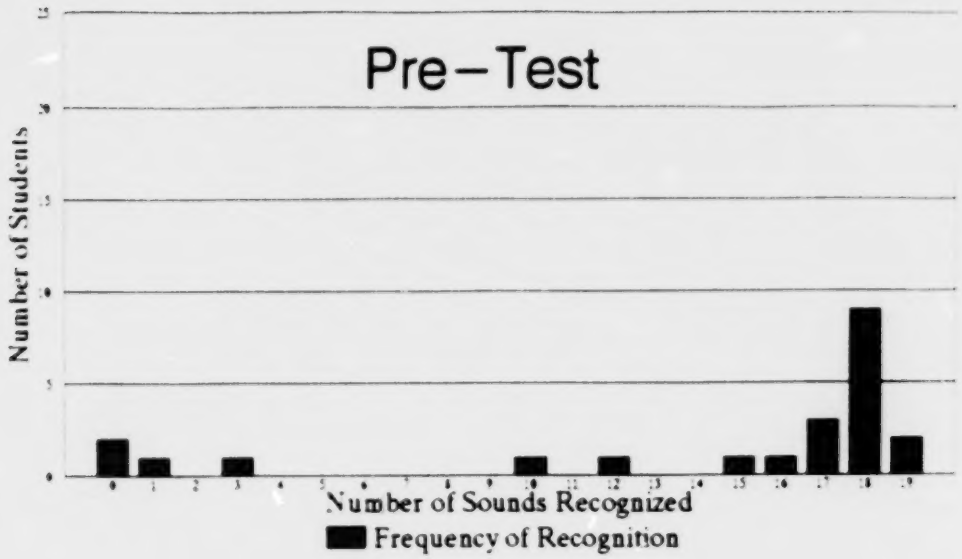


Figure 28
Frequency of Lower Case Letter Recognition by First Grade Students



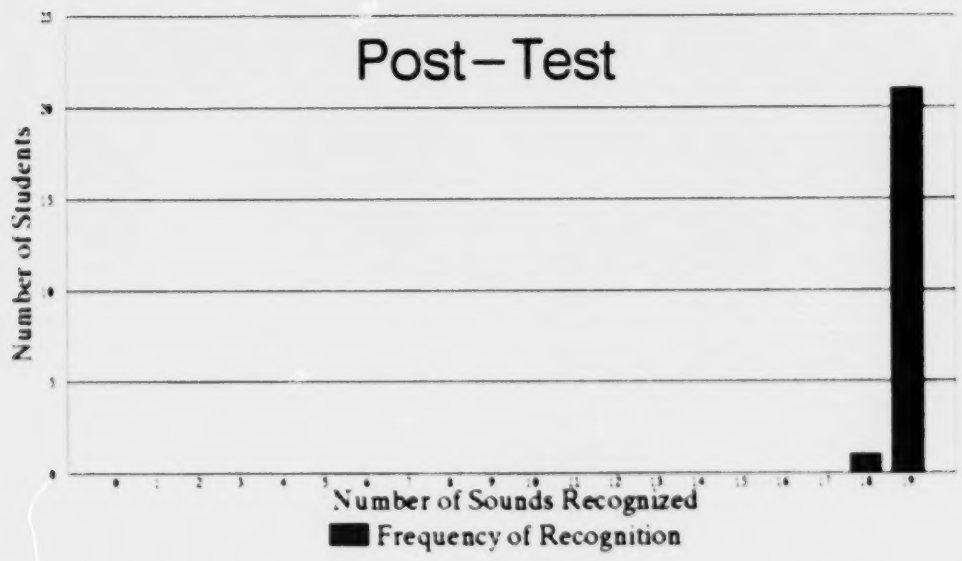
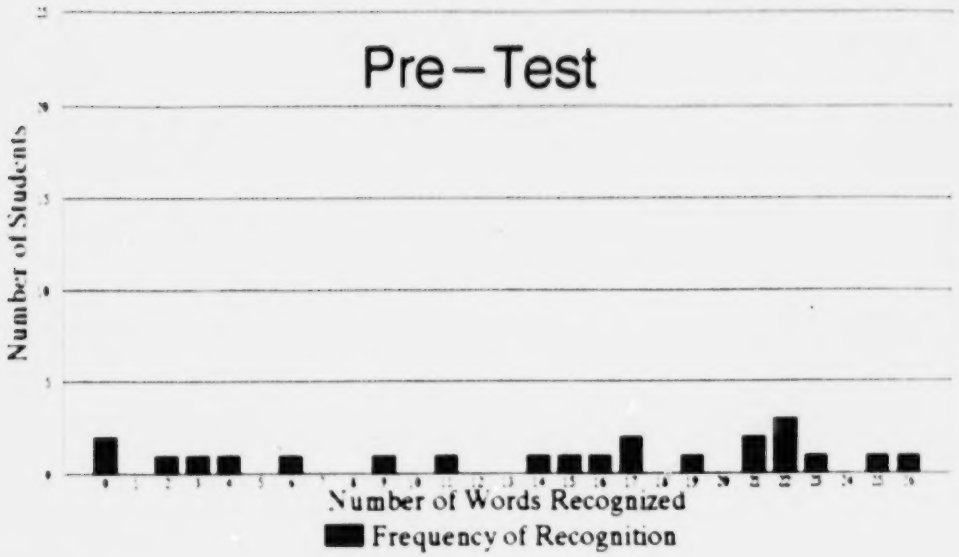


Figure 29
Frequency of Sound Recognition by First Grade Students



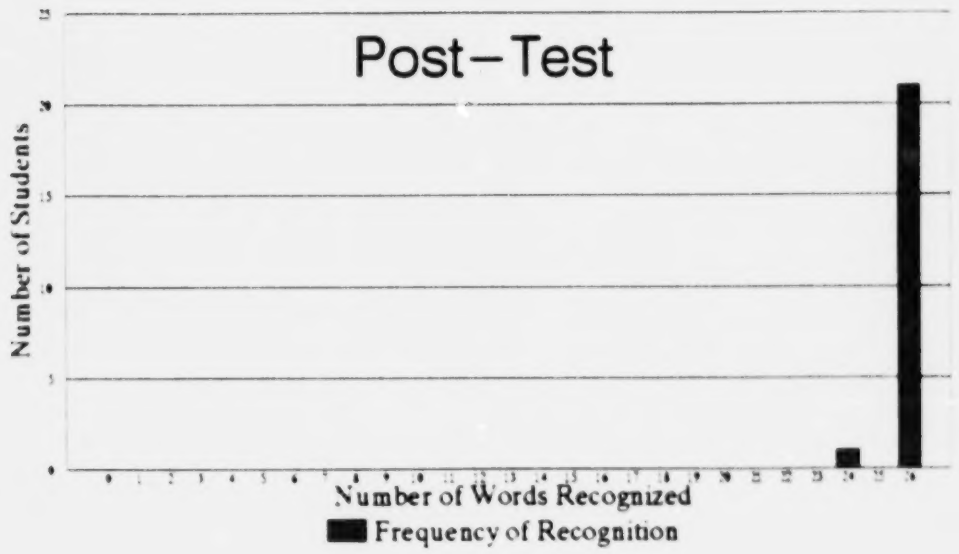


Figure 30
Frequency of Word Recognition by First Grade Students

The data indicate a pre to post test improvement in second grade students' level of reading fluency as shown in Figure 31 on page 56.

The data indicate a pre to post test improvement in the third grade learning disabled students' level of reading fluency as shown in Figure 32 on page 57.

Reflection and Conclusions

Students' attitudes toward reading have shown an increase as evidenced by pre and post test data as reflected in Figures 16 and 17. The overall growth of the first grade, second grade and third grade learning disabled students could be accredited to an inviting classroom climate, an immersion in quality literature and working in cooperative groups. These strategies were also implemented at the kindergarten level, though to a lesser degree, because of the presence of a student teacher. The mandatory agenda of a student teacher competed for the time and focus of the planned intervention. Students at the kindergarten level showed a slight decline.

Parents' perceptions of their child's attitude toward reading revealed that students have maintained a positive attitude as evidenced by data in Figure 18. This positive response could be due in part to the above mentioned inviting classroom climate as well as the increased parental/home involvement.

The emphasis on using the library, both school and public, has resulted in both students and parents utilizing library facilities and materials as evidenced by teacher observation. Data in Figures 19 and 20 indicate an increase in the number of students possessing a library card, as well as an increase in the number of trips to the library per year. Library card ownership for second grade students showed a slight decline due to parents' inaccuracies in completing the pre and post surveys. A slight decrease in both kindergarten and third grade learning disabled students' number of trips to the library, could also be attributed to inaccuracies in the parents' responses.

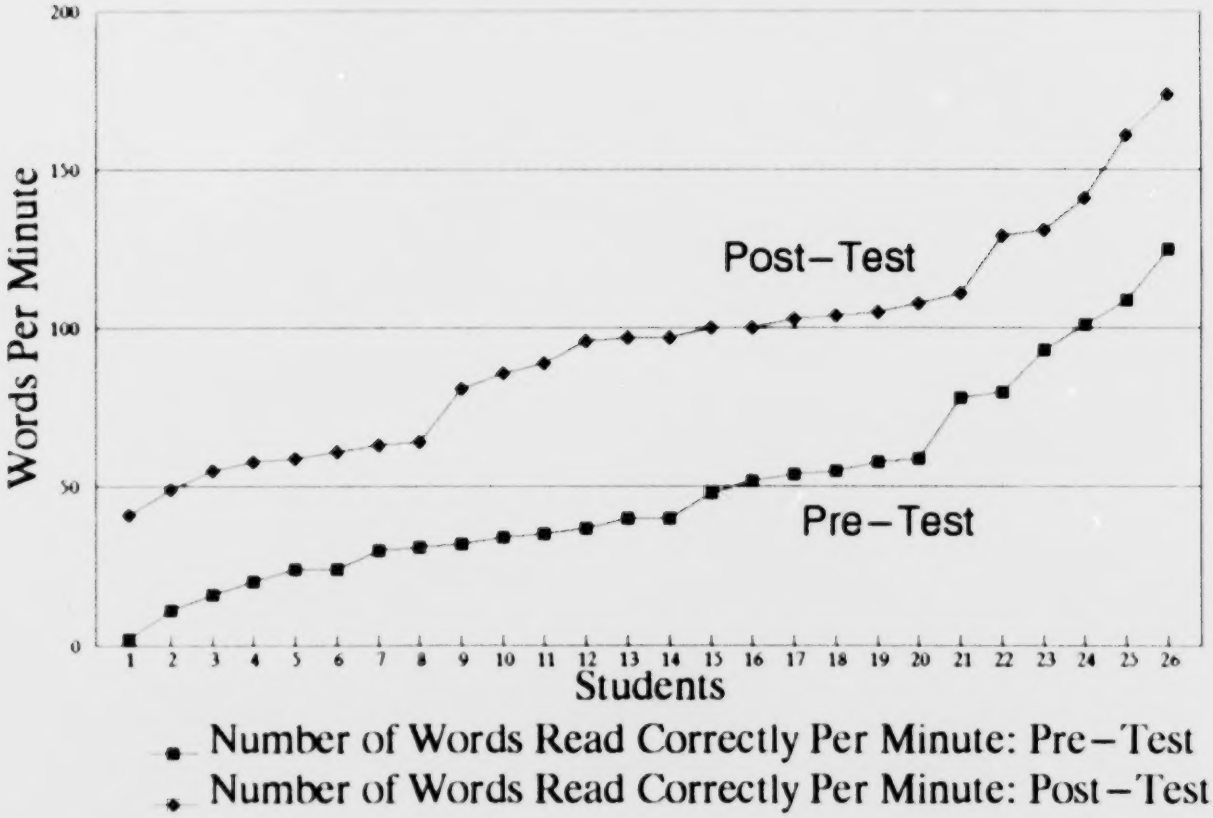

200
150
100
50
0
Words Per Minute
Post–Test
Pre–Test
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Students
Number of Words Read Correctly Per Minute: Pre–Test
Number of Words Read Correctly Per Minute: Post–Test

Figure 31
C B M Scores for Second Grade

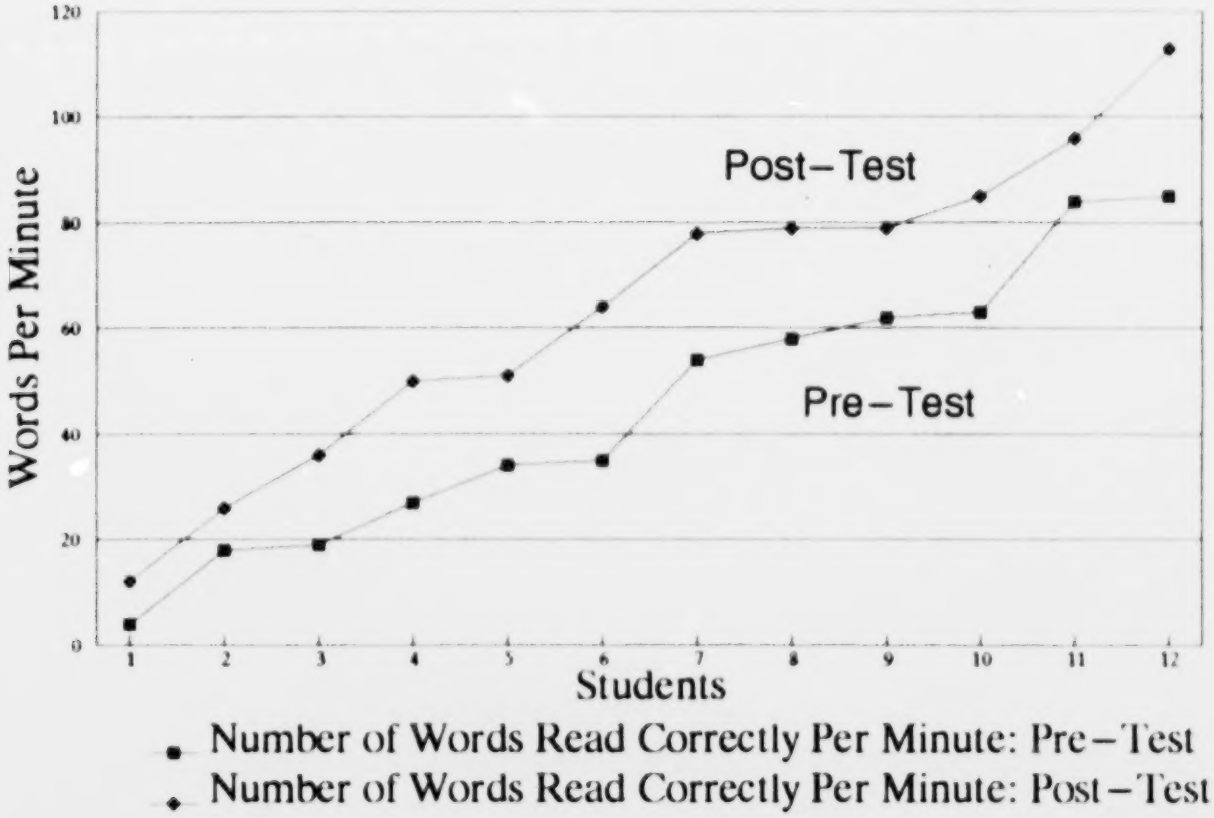


Figure 32
C B M Scores for Third Grade LD

Data presented in Figures 21 and 22 show a marked increase in students' ability to name a favorite book and author. The concentrated exposure to selected authors and constant immersion in quality literature has raised the students' awareness of authors and their works. Third grade learning disabled students were able to indicate a favorite author but experienced difficulty in the identification of favorite book titles. This inability to recall information is indicative of their diagnosed deficits.

An increase in the kindergarten and in the first grade Curriculum Based Measurement was noted in Figures 23 through 30. However, it is questionable at this time if the increase shown in the figures is a direct result of this intervention or is attributable to the natural developmental learning process.

An increase in the second and third grade learning disabled Curriculum Based Measurement was noted in Figures 31 and 32. Pre test scores for the second grade students indicated that fifty-four percent were reading at the average to above range with forty-six percent reading below the average range. Post test scores resulted in one hundred percent of the students reading in the average to above range.

Pre test scores for the third grade learning disabled students indicated that fifty percent scored at average to above range with fifty percent reading below the average range. Post test scores revealed that seventy-five percent of the students were in the average to above range with twenty-five percent of the students reading below the average range.

As a result of immersing children in a no-risk environment with a plenitude of quality literature, the students involved in this intervention have shown an improvement in their overall attitudes toward recreational and academic reading. An equally important factor in the development of the students' positive attitudes has been the curriculum adaptation involving author-based studies. With the

continual, positive parental/home involvement and support, students were able to understand the message conveyed that reading is important and enjoyable

Chapter 6

DECISIONS ON THE FUTURE

The Solution Strategy

The action plan is structured to address three major solution strategies: a no-risk classroom, parental/home involvement, and author studies. The data indicate that the three-fold strategy should be continued. However, some modifications of certain aspects of the original design are suggested.

The no-risk classroom reading environment continues to be a positive, welcoming climate where students feel free to become risk-takers in acquiring literacy skills. It is recommended that the teacher continues to provide a print-rich environment where reading and writing for students is modeled daily, where lesson plans are created encouraging the children's interactions with reading and their peers, where students are introduced to a wide variety of reading materials, where the teacher listens to the children's oral language and reading, where students are read to daily, where print displays are arranged at a student's instructional level, where early literacy activities involve environmental print and where students developing emerging literacy skills are continually assessed. A classroom rich in print will continue to display class created lists, charts, graphs, labels, signs, adult and student writing, as well as an abundance of writing materials and books.

A continuation of the classroom library remains a component in the creation of a no-risk reading environment. The library corner is a focal point

which invites all students to visit, read and enjoy a wide variety of genre that aims toward meeting the needs of all children in the classroom.

Parental/home involvement is a strategy that should be continued. However, modifications of this original design are suggested. Together, parents and teachers will share in the development of their child's literacy.

Daily book bag reading materials should be continued to be sent home on a regular basis for students in first and second grade. It provides an advantage for students coming from homes that are not filled with quality age-appropriate reading materials, who are unable to visit the library regularly and who may not have benefited from regular prereading home experiences prior to entering school. Modifications would include the elimination of this program with the kindergarten and third grade learning disabled resource students. Teacher observations at the kindergarten level indicate this activity to be too large a responsibility for the developmental maturity of five and six year old children. The budget for the third grade learning disability resource students did not allow for adequate recreational reading materials required to support this activity.

Parental home reading involvement has been further encouraged through the participation in commercially designed nationwide reading programs. Participation by the kindergarten and first grade students in the Pizza Hut Reading Program and the participation of second grade students and third grade learning disability resource students in the Excellence in Reading Program offered by World Book, continue to promote positive student reading enjoyment and parental involvement. Therefore, future participation in these programs should be continued.

The celebration of a child's birthday continues to be a very special event for children in this setting. A class created birthday book which is read prior to dismissal, and a book from home chosen by the celebrant to share with his/her

classmates are the special birthday events utilized in this implementation. Both of these events have proven successful and will be continued. Teacher observations have shown that in addition to fostering early literacy enjoyment, the class created birthday book has served as one factor in raising the level of the birthday celebrant's self-esteem. Additionally, some parents have chosen to donate a book on their child's birthday to enrich the classroom library.

Parents and children will be encouraged to continue to visit their local libraries and to obtain a library card. Some parents in this setting have indicated that they see no need for their child to have their own library card. Parents possessing a library card feel it is more convenient for their child to use the parent's card. Although the teachers in this setting believe that possessing a library card instills in the child a sense of ownership and pride in the literacy process, teacher observations have indicated that frequent visits to the library are more important than the issue of library card ownership.

Local librarians will continue to be invited to this school setting for the purposes of instructing the children about the many books and events that are conducted at the local library. Due to a scheduling difficulty, librarians were unable to be secured at the time of this project implementation. Libraries servicing the children in this school setting require all scheduling of visits to be arranged through the library media specialist and not by the individual classroom teacher. Therefore, a modification of this original plan is suggested.

The implementation of the author studies strategy has proven to be successful in enabling the children to discover the joys of reading. This reading intervention includes a variety of strategies: paired reading, sustained silent reading, cooperative group activities, reading logs, integrated creative literature activities, and bulletin board displays. Teacher observations indicate that the students were responsive and enthusiastic toward the varied author studies and

the author studies should be continued. As a result of the students' enthusiasm, the only author study modification for future plan implementation would be to provide a longer time frame in which to study each author.

Additional Applications

In order to further facilitate home/parental involvement, efforts should be undertaken to work collaboratively with home and school to improve student reading abilities and attitudes. Education Secretary, Richard Riley, (Daily Herald, 1994) a long-time advocate of parental involvement in education, stated that parents create the frame; teachers help kids fill in the picture.

According to the Daily Herald (1994):

> Principals generally agree with parents about the most important things parents can do to help their children's education. There was a difference in attitudes toward reading, however. (p. 7)
>
> Ninety-three percent of the 8,700 principals responding to a 1991 survey said they believed it was essential or highly desirable for parents to read aloud to a child and listen to the child read to them. Only 82 percent of the parents felt that way. (p. 7)

Research in this setting indicates a strong lack of parental involvement which seems to have a direct relationship to student achievement.

Future applications to promote and encourage strong parental involvement in the school setting might include:

- A family education center to be housed in the school in an easily accessible location. This section could include videos, books, periodicals, child-rearing suggestions, community events calendar and local hot-line numbers.

- Parental support programs which will give the faculty an opportunity to help parents develop the

appropriate strategies for dealing with their child's problems. By involving parents in support group discussions, parents will come to realize that they are not alone and that their situation may not be that unusual.

- Family nights will include a variety of activities. Teachers will model hands-on approaches to academics presented during the regular school day. A make-it/take-it session will also be included so that activities can be continued at home.

- A school-wide newsletter will be utilized to keep parents informed of school/community activities. Informative, pertinent articles on parenting skills will be shared.

The activities carried on in the school setting must be interdependent with the home setting. Once parents are convinced that they are a member of their child's learning team and that their child's progress is the shared responsibility of parents and teachers, they will feel more comfortable providing the home/school connection.

As parents become more comfortable with the concept of the shared parent/teacher responsibility, they will come to realize that attendance at the school-wide Open House presentations and participation in parent/teacher conferences will be beneficial for not only the students, but the parents and teachers as well. It has been observed in this school that students possess a higher self-esteem and are able to be more successful academically when their parents are actively involved in their education.

An additional application could be the parent's willingness to become a school volunteer. Volunteer activities in this setting could include individual

tutoring, computer assistance, reading with small groups and assisting the teacher with classroom projects.

Dissemination of Data and Recommendations

The results of these interventions will be shared with district personnel in both teaching and administrative capacities. Parents belonging to the school Parent Teacher Organization will also be informed of the success of these interventions and how they may support and promote future author studies.

A school-wide author study program focusing on different authors at each grade level will expand the students' reading horizons and appreciation of different literary genre. Parent volunteers could be utilized in this program by doing art activities, bulletin boards, reading, puppet shows and dramatic activities. The district could authorize that the curriculum be adjusted to include author-based thematic units. Teachers should be given the opportunity to formulate their own integrated curricula and alternative forms of assessment around specific authors, meeting their student's individual learning styl[illegible] intellectual needs. Freedom to develop this type of curriculum should be afforded to all teachers.

The critical variable in the success of this, or any improvement plan, was and is the involvement of the parents. The more inclusive the relationship among parents and teachers, the more successful students become.

This intervention has confirmed, for us, the importance of parental involvement as a critical and on-going component of positive student reading achievement and attitudes. This should be a shared, mutual, productive experience for all involved.

As the poem "Unity" so beautifully illustrates, success can be achieved when a teacher and parents work together.

Unity

I dreamed I stood in a studio
and watched two sculptors there.
The clay they used was a young child's mind
And they fashioned it with care.
One was the teacher; the tools he used
Were books, and music, and art;
One, a parent with a guiding hand
And a gentle, loving heart.
Day after day the teacher toiled,
With touch that was deft and sure
While the parents labored by his side
And polished and smooth it o'er.
And when at last their task was done,
They were proud of what they had wrought.
For this thing they had molded in the child
Could neither be sold nor bought.
And each agreed he would have failed
If he had worked alone,
For behind the parent stood the school
And behind the teacher, the home.
Author Unknown

(Rothlein and Meinbach, 1991, p. 264)

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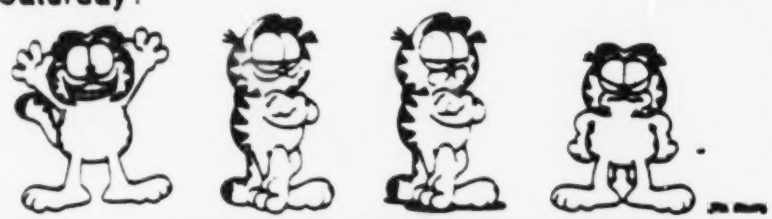
APPENDICES

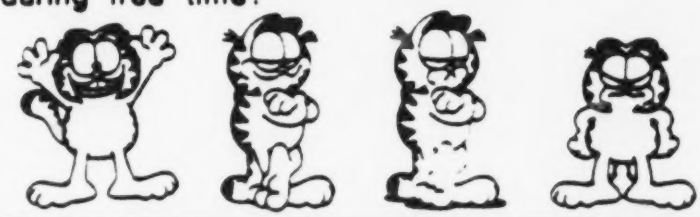
ELEMENTARY READING ATTITUDE SURVEY

School_____ Grade___ Name_____

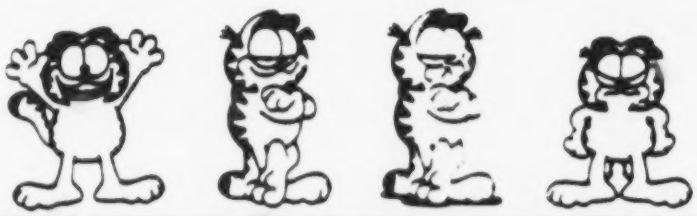
1. How do you feel when you read a book on a rainy Saturday?



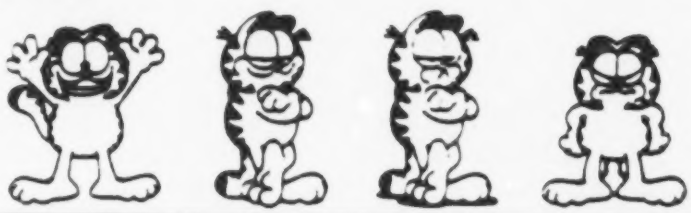
2. How do you feel when you read a book in school during free time?



3. How do you feel about reading for fun at home?



4. How do you feel about getting a book for a present?



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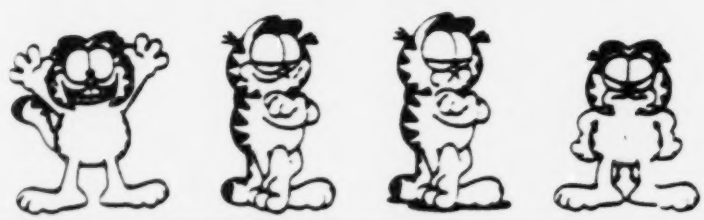
5. How do you feel about spending free time reading?

6. How do you feel about starting a new book?



7. How do you feel about reading during summer vacation?

8. How do you feel about reading instead of playing?

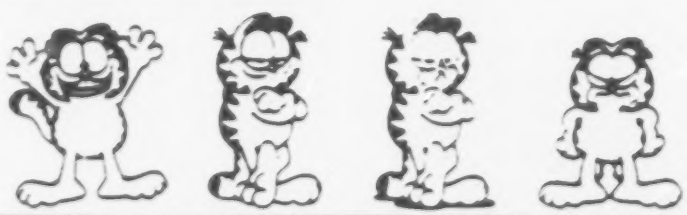
3

9. How do you feel about going to a bookstore?

10. How do you feel about reading different kinds of books?

11. How do you feel when the teacher asks you questions about what you read?

12. How do you feel about doing reading workbook pages and worksheets?



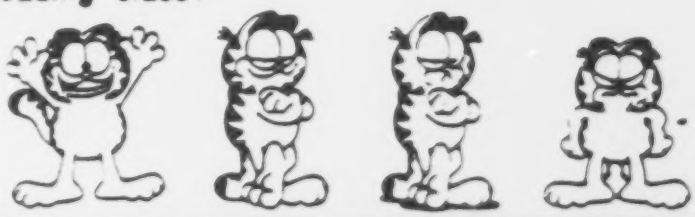
13. How do you feel about reading in school?

14. How do you feel about reading your school books?

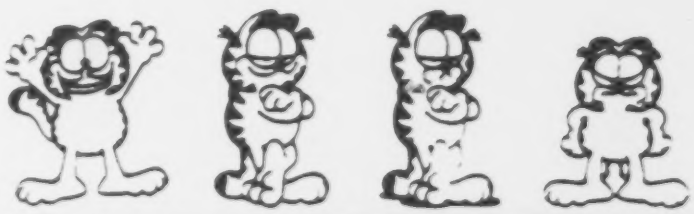
15. How do you feel about learning from a book?

16. How do you feel when it's time for reading class?

17. How do you feel about the stories you read in reading class?

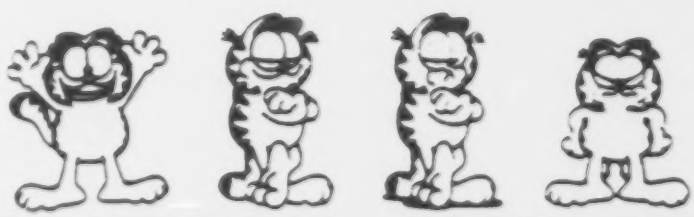


18. How do you feel when you read out loud in class?



19. How do you feel about using a dictionary?

20. How do you feel about taking a reading test?



Elementary Reading Attitude Survey
Scoring sheet

Student name _____

Teacher _____

Grade _____ Administration date _____

Scoring guide	
4 points	Happiest Garfield
3 points	Slightly smiling Garfield
2 points	Mildly upset Garfield
1 point	Very upset Garfield

Recreational reading		Academic reading	
1.	____	11.	____
2.	____	12.	____
3.	____	13.	____
4.	____	14.	____
5.	____	15.	____
6.	____	16.	____
7.	____	17.	____
8.	____	18.	____
9.	____	19.	____
10.	____	20.	____
Raw score:	____	Raw score:	____

Full scale raw score (Recreational + Academic): _____

Percentile ranks

Recreational	
Academic	
Full scale	

Dear Parents,

Throughout the past few months, I have been focusing on the use of children's literature to get students excited about reading. I would appreciate it if you would take the time to answer the following questions for me. I will be using the information from this questionnaire to help me plan for future author studies.

Your Name:_____

1. How does your child feel about learning to read? (Circle one)

   excited nervous indifferent fearful other_____

2. Does your child have a library card?

   yes no

3. How often do you and your child go to the public library?

   once a week every other week monthly infrequently

4. Does your son or daughter have any favorite books? If yes, please list some favorite titles.

   _____

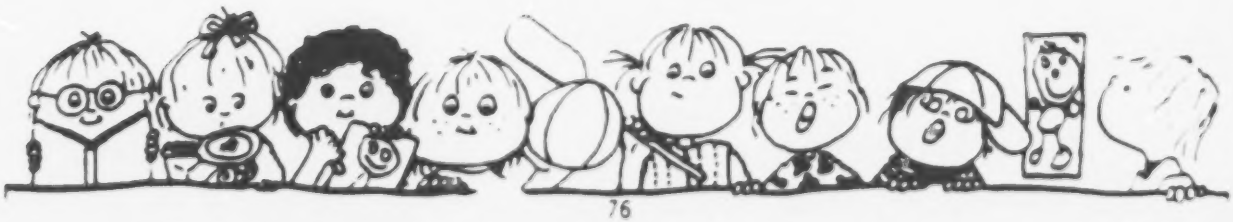
   _____

5. Does your child have any favorite authors? If yes, please list some of his or her favorites.

   _____

   _____

Thank you for your cooperation.



Name _____

Upper Case Letter Recognition:_____

C M B A D F G H E W S T I

J O Z K P L R Y N Q U X V

Lower Case Letter Recognition:_____

m d c h e b a g w f k s i
t y u p j x n l o q r v z

Sound Recognition:_____

C M B D F G H W S T J Z K

P L R Y N V

Name _____

SIGHT WORDS

my	said
the	go
to	a
can	get
it	mother
I	and
did	father
is	have
fun	are
you	will
baby	we
run	in

Squirrel was worried. His	4
mother's birthday was one	8
day away, and he still	13
hadn't found her a present.	18
He had looked in all the	24
stores in town, but nothing	29
seemed just right. She had	34
perfume and books and	38
the most beautiful garden.	42
He'd already given her	46
drawings, and songs that	50
he'd made up. And every	55
time he made a cake,	60
he burned it. He sighed	65
and said, "I'll just have	70
to send her a plain old	76
birthday card." But as he	81
was putting the stamp on,	86

he had an idea. He	91
called his mother on the	96
telephone and said, "I'm	100
sending you a package with	105
a surprise inside. Be sure	110
to open it right away."	115

Name: Date:

Total Words Read:

Errors:

Words Read Correctly:

There once lived a wolf who loved to eat more than anything 12
else in the world. As soon as he finished one meal, he began to 26
think of the next. 30

One day the wolf got a terrible craving for chicken stew. All 42
day long he walked across the forest in search of a delicious chicken. 55
Finally he spotted one. 59

"Ah, she is just perfect for my stew," he thought. 69

The wolf crept closer. But just as he was about to grab his 82
prey . . . he had another idea. 87

"If there were just some way to fatten this bird a little more," 100
he thought, "there would be all the more stew for me." 111

So . . . the wolf ran home to his kitchen, and he began to cook. 124

First, he made a hundred scrumptious pancakes. Then, late at 134
night, he left them on the chicken's porch. 142

"Eat well, my pretty chicken," he cried. "Get nice and fat for 154
my stew!" 156

The next night he brought a hundred scrumptious doughnuts. 165

"Eat well, my pretty chicken," he cried. "Get nice and fat for 1--
my stew." 179

And on the next night he brought a scrumptious cake 189
weighing a hundred pounds. 193

"Eat well, my pretty chicken," he cried. "Get nice and fat for 205
my stew." 207

Name: Date:

TWR:
Errors:
Score: /

From "The Wolf's Chicken Stew", Houghton Mifflin 1991 Literature Series, Silly Things Happen, Level 2

Hare was so far ahead that he decided to stop at Bear's house 13
for something cool to drink. 18

Hare rested and sipped lemonade. Bear noticed something 26
moving outside the window. "Hare, there goes Tortoise." 34

"What?" yelled Hare, running out the door. 41

Hare passed Tortoise for a second time. Then he decided to 52
stop at Mouse's house for a snack. 59

As Hare munched on crackers and cheese, Mouse yelled. "Is 69
that Tortoise I see out the window?" 76

"I'm not worried about that slowpoke," said Hare. "I've passed 86
him twice already." Then he finished his snack and hopped out the 98
door. 99

Hare passed Tortoise for a third time. Now, he was far ahead. 111
He saw a pond and decided to stop and rest. The snacks had made 125
him sleepy. 127

Hare was so sure that he would win, he took a nap in the soft 142
grass. As he closed his eyes, he dreamed of victory. 152

Suddenly, Hare woke up because the crowd was cheering. 161

"Yay, Tortoise," the crowd roared. 166

Tortoise was two steps away from the finish line. 175

"Slow down, you bowlegged reptile," screamed Hare as he tried 185
to catch up. 188

But it was too late. Tortoise crossed the line just before the 200
tornado of dust and fur that was Hare flew by. Tortoise had won. 213

Name: Date:

TWR:
Errors:
Score: /

From "The Tortoise and the Hare", Houghton Mifflin 1991 Literature Series, Come Onem Come All, Level 2-

Dear Parents,

The celebration of your child's birthday is a special event both at home and at school. Naturally, school is not the place for a birthday party, but we can celebrate your child's special day in the following manner.

Simple treats are acceptable, with cookies or even munchkins as an example of what the children seem to enjoy. Please do not send in a birthday cake as we do not have the proper serving implements at school nor do we have the time to spend cutting and serving a cake properly. If you decide to send a beverage, please send only juice boxes and not anything that needs to be poured or refrigerated.

Young children love to color and draw! To build on this, we create a class birthday book for the birthday child. Each child draws a picture of their choosing to be included in our book. The book is read prior to dismissal on that day and hopefully, will be read, reread and shared at home with family members many times.

To help encourage a love for reading, each child is requested to bring in one favorite book from home to share with the class on their birthday. After the birthday child tells the class the author and title of the book, I read the book to the class with the birthday child sitting next to me in what we call our author's chair. It is quite an exciting time for the birthday child!

Finally, although not required, each child is asked to donate a book to our classroom library. Children often learn many life-long lessons in the early school years and what better way to help teach the joys of giving than by giving their class a book! It is in this manner that we are able to collect some very important reading material for our reading corner. Even the most reluctant readers will visit the reading corner if they have donated a book that has special meaning to them. Those books which are donated are usually the most popular in our library. Books that are donated have a special sticker or bookplate placed in the front of the book commemorating the child's birthday.

As you can see, birthdays are a special time in our classroom. Birthdays are just another way in which I am able to seize the opportunity to help make your child feel special and to help promote an early love of literature.

Sincerely,

October 1993

Dear Parents,

Today your child is bringing home a bag containing a book which has been selected for her/him to read as part of the first grade reading program. Please help her or him read the books, and write the title and date read and fill the column indicating the practice level on the accompanying form. Also, your written comments from time to time will help us communicate throughout the year.

When your child brings the bag back to school, another book will be selected for him/her to bring home to read. Please encourage your child to read every night.

Please keep in mind that reading is a strategic process. Predicting, making mistakes, self-correcting and confirming are part of the process. Particularly with emergent and beginning readers, familiarity, repetition and rhyme help children become successful readers.

Here are a few ideas to use in supporting your child's reading:

-- You may need to read the book to your child first, or read along with her or him.

-- Talk about the story. Ask your child to predict what the story might be about and what might happen next.

-- When your child comes to a word she or he doesn't know, suggest rereading the first part of the sentence, looking at the picture, and/or using the beginning sounds.

-- Ask the questions: "Does it make sense?" "Does it sound right?" "Does the beginning sound of the word match the word you think it is?"

-- It is all right to tell your child a word when she or he is "stuck".

-- Always keep this special reading time positive.

The purpose of this program is to help your child practice reading consistently in order to develop independence in reading. However, please don't let "bag" book time take the place of your usual reading to your child.

I'd be happy to answer any questions you might have throughout the year.

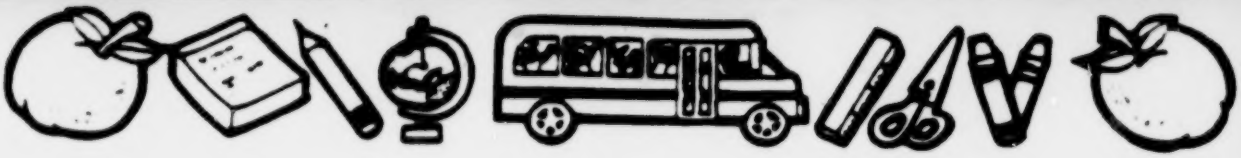
Sincerely,

BOOKS I CAN READ

NAME _____

DATE	TITLE	Practice Level *	PARENT - TEACHER COMMENTS

* Practice Level E = Easy, R = Just Right, Ch = Challenge, H = Too Hard



Appendix G

Dear Parents,

The primary grades are those very special years involved in the teaching of reading to young and impressionable children. The boys and girls will build upon the reading foundations established through prior learning at home and at school. I am looking forward to an exciting year aimed toward introducing your child to good quality literature in the hopes that a lifelong reader will emerge.

During the year I will utilize both our whole language reading series as well as children's literature from the very finest authors available as a foundation for my reading instruction. Our whole language basal series introduces new vocabulary prior to the child's first reading of the story. I will periodically be sending home vocabulary lists for the children to practice. Please look for these lists and encourage your child to practice so that the words become a part of their language bank.

The use of real literature enables each child to discover that reading can be fun and exciting. My goal for the year is to promote the learning of how to read critically and also to build a framework of love for reading. Quality stories will be introduced that will tempt the reader's excitement, imagination, and comprehension. I plan to use a series of author studies in which a particular author will be highlighted every few weeks. I will send home a letter informing you of the author we will be studying accompanied by a list of that author's works. It is my hope that you will encourage your child to visit the library and select some of that author's fine pieces of literature. Do encourage your son or daughter to share their knowledge of the particular author being studied with you.

Throughout the year, the **MOST IMPORTANT** thing you can do to encourage your child to become a good reader, is to take time everyday to read together. Remember you are your child's first and most important model.

Please feel free to contact me if you have any questions or concerns about your child's reading progress. Thank you for all of your support.

Sincerely,

BEST COPY AVAILABLE

Dear Parents,

During the next few weeks, we will be studying the children's author Bill Martin, Jr. He is an excellent and prolific writer having authored over 200 books! His varied experiences in his lifestyle and his career choices have provided him the resources with which to draw upon to write successfully. He has been a teacher, an elementary school principal, an editor, a storyteller and a folksinger to name a few of his varied careers.
His unique style of rhyming and his use of simple themes are the reasons his stories are so loved by young children.

Please remember to ask your child about some of the activities we do in class that are based on Bill Martin Jr.'s books. Also, you may enjoy looking for some of his books on your next trip to the library.

HAPPY READING!

A selection of books by Bill Martin, Jr.

The Happy Hippopotami

Chicka Chicka Boom Boom

Brown Bear, Brown Bear, What Do You See?

Here Are My Hands

The Ghost-Eye Tree

The Magic Pumpkin

Polar Bear, Polar Bear, What Do You Hear?

BEST COPY AVAILABLE

Dear Parents,

We will be studying Pat Hutchins in class the next few weeks. Pat Hutchins tries, she says "to write about what children say and do." Her ideas come from a variety of sources but most are from listening to her own children and their friends. Although she believes in very simple picture books for young children, she is still able to include the basic literary themes of time, change, and growth in her imaginative and entertaining books.

I know that the children will enjoy her books. Please remember to ask your child about some of the activities we do in class based on Hutchins's books. Also, you may enjoy looking for some of her books on your next trip to the library.

HAPPY READING!

A selection of books by Pat Hutchins

Good-Night, Owl!

The Doorbell Rang

Don't Forget The Bacon!

Rosie's Walk

Titch

Tidy Titch

The Very Worst Monster

Dear Parents,

We will be studying Leo Lionni in class the next few weeks. He is a self-taught artist who learned to draw while spending time in art museums in Amsterdam as a child. He so developed this talent that he became a painter, sculptor and graphic designer. Utilizing this talent and artistic knowledge, he became the art director for Fortune magazine in New York.

He claims that his best work began when he became a grandfather and began to realize his storytelling abilities. To pass the time on a boring train ride, he told a story to his grandchildren. This story was later written down and was to become his first published children's book. It was titled Little Blue and Little Yellow.

I know that the children will thoroughly enjoy his books. Please remember to ask your child about some of the activities we do in class based on Lionni's books. Also, you may enjoy looking for some of his books on your next trip to the library.

HAPPY READING!

A selection of books by Leo Lionni

The Alphabet Tree

Swimmy

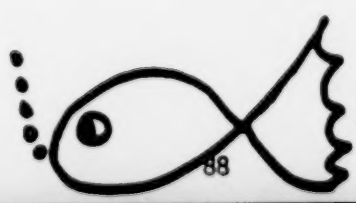
Fish is Fish

Alexander and the Wind-up Mouse

Frederick

Matthew's Dream

Inch by Inch



Dear Parents,

During the next few weeks, our class will be studying Norman Bridwell as a part of our author studies program. He is the author and illustrator of numerous well-loved children's books that focus on Clifford, a large, red dog and his owner Emily Elizabeth, a character named after Bridwell's daughter.

Mr. Bridwell explains why he believes Clifford has been so successful: "There are other books about great big dogs, but I think Clifford's success is based on his not being perfect. Clifford always tries to do the right thing, but he does make mistakes."

I am providing an abbreviated list of Norman Bridwell's books in the hope that you will encourage your child to look for some of these titles on your next visit to the library.

A Selection of Books Written By Norman Bridwell

Clifford, The Big Red Dog
Clifford Gets a Job
Clifford Takes a Trip
Clifford's Halloween
Clifford, the Small Red Puppy
Clifford's Riddles
Clifford's Good Deeds
Clifford at the Circus
Clifford Goes to Hollywood
Clifford's Kitten
Clifford's Family
Clifford, We Love You
Clifford and the Grouchy Neighbors

Dear Parents,

During the next few weeks, our class will be studying Mercer Mayer as part of our author studies program. He is a very popular and well-known children's author who is respected for his versatility, humor, and artistic skill. Mayer is credited as being one of the first creators of wordless picture books, and he is also a writer and illustrator of nonsense fiction, fantasy, and folktales.

Mayer published his first picture book in 1967, A Boy, a Dog, and a Frog, which won many awards. This success was repeated with There's A Nightmare in My Closet, which is a humorous story about a young boy confronting the monsters in his nightmares who are hiding in his closet. Phyllis Cohen, for the Young Readers Review, described this story as a "magnificently funny book" with "superb illustrations." Mercer Mayer has written and illustrated over one hundred eighty wonderful children's books.

I am providing an abbreviated list of Mercer Mayer's fine books in the hope that you will encourage your child to look for some of these titles on your next visit to the library.

ENJOY READING ! ! !

A Selection of Books by Mercer Mayer

A Boy, a Dog, and a Frog
There's a Nightmare in My Closet
Just Me and My Dad
Play With Me
Just Shopping With Mom
When I Grow Up
"Little Monster Series"
"Little Critter Series"
Just Grandma and Me
When I Get Bigger
I Was So Mad
All By Myself
Just a Snowy Day
Just Me and My Puppy
Just Go to Bed
Just Me and My Babysitter
Just a Mess

Sincerely,

Dear Parents,

During the next few weeks, we will be studying Eric Carle in class. Eric Carle believes that children should enjoy learning and that reading should be a pleasurable experience. These beliefs are reflected in his wonderful picture books. His books are especially geared toward young readers. Eric Carle said, "I want children to know that learning can be fun, delightful, interesting, and silly."

I am sure your child will enjoy all of Eric Carle's books. Please ask your son or daughter to tell you about Mr. Carle and his books. We will be doing a variety of activities on his books in class.

I am providing you with an abbreviated bibliography of Mr. Carle's books. This may be helpful on your next library visit.

HAPPY READING!!!!

A Selection of Books Written by Eric Carle

All About Arthur
Do You Want To Be My Friend?
Have You Seen My Cat?
I See A Song
Pancakes, Pancakes!
The Rooster Who Set Out to See the World
The Secret Birthday Message
The Very Hungry Caterpillar
The Grouchy Ladybug
The Mixed Up Chameleon
The Very Busy Spider
The Tiny Seed
Walter the Baker
The Very Quiet Cricket

Dear Parents,

We will be studying Arnold Lobel in class for the next few weeks as part of our author studies program. Arnold Lobel loved to write stories as well as illustrate them. His love for animals enabled him to create some wonderful Caldecott and Newbery honored children's stories. He learned the true meaning of perseverance as he experienced some failures in his life, which ultimately led to his success.

Lobel believed that a writer or illustrator must draw upon the events in his or her own life. The most famous example of Lobel using his own life as a source of ideas, developed with the Frog and Toad books. While vacationing in Vermont, Lobel's two children returned with a bucketful of frogs and toads they had caught. Gradually he formulated an idea that gave rise to a book about these two best friends, a frog and a toad.

I am sure the children will delight in reading a series of Arnold Lobel's fine works. The children will be formulating a portfolio in which to keep all of their author study activities and projects. I am including a list of Lobel's books that you may look for on your next trip to the library.

ENJOY READING ! ! !

A Selection of Books by Arnold Lobel

Fables
Owl At Home
Frog and Toad Are Friends
Frog and Toad Together
Frog and Toad All Year
Days With Frog and Toad
Mouse Soup
Mouse Tales
Grasshopper on the Road
The Book of Pigericks: Pig Limericks

Sincerely,

Dear Parents,

During the next few weeks, our class will be studying Peggy Parish as part of our author studies program. She was a well-known children's author having written over forty books, many of them about a very unusual and humorous character named Amelia Bedelia. Miss Parish became an elementary teacher and wrote mysteries, craft books, and the popular "Amelia Bedelia" series for her students.

Peggy Parish did a lot of thinking and planning for her stories during the time she weeded her garden. Her Amelia Bedelia books have been enormously popular with beginning readers. Cynthia Samuels noted in the New York Times Book Review: "No child can resist Amelia and her literal trips through the minefield of the English language--and no adult can fail to notice that she's usually right when she's wrong."

I am providing a shortened list of Peggy Parish's books that you might point out to your child on your next visit to the library.

ENJOY READING ! ! !

A Selection of Books by Peggy Parish

Amelia Bedelia
Thank You, Amelia Bedelia
Amelia Bedelia and the Surprise Shower
Costumes to Make
Come Back, Amelia Bedelia
Play Ball, Amelia Bedelia
Dinosaur Time
Good Work, Amelia Bedelia
Teach Us, Amelia Bedelia
Amelia Bedelia Helps Out
Amelia Bedelia and the Baby
The Cat's Burglar
Amelia Bedelia Goes Camping
Merry Christmas, Amelia Bedelia
Amelia Bedelia's Family Album

Sincerely,

Dear Parents,

During the next few weeks, our class will be studying Tomie de Paola as part of our author studies program. He is truly an excellent children's author and illustrator of more than one hundred and seventy books. Tomie de Paola delights in utilizing humorous events and characters in his work. His wonderful illustrations are done in tempra, watercolor, and acrylic paints. He has been the recipient of numerous awards as an artist and as a children's book illustrator. Perhaps one of his best-loved stories is The Art Lesson, which mirrors his own experience with art in second grade.

Tomie de Paola developed a love for reading long ago that he wants to share and encourage with the young readers of today. The wide variety of subjects he utilizes, makes him an extremely versatile and memorable writer of children's literature. I am providing a shortened list of Tomie de Paola's fine works. This may be helpful to you on your next library visit.

ENJOY READING ! ! !

A Selection of Books by Tomie de Paola

Andy: That's My Name
Bill and Pete
The Cloud Book
Helga's Dowry
The Knight and the Dragon
Nana Upstairs and Nana Downstairs
Now One Foot, Now the Other
Pancakes for Breakfast
The Popcorn Book
The Quicksand Book
Strega Nona
Strega Nona's Magic Lessons
Big Anthony and the Magic Ring
Watch Out for the Chicken Feet in Your Soup

Sincerely,

Dear Parents,

During the next few weeks, our class will be studying Else Homelund Minarik as part of our author studies program. Among the books she has written is a delightful series of books built around the character "Little Bear".

She was born in September 1920 in Denmark. When she was four years old, her family moved to the United States. After she grew up, she became a first grade teacher. She wanted more books for her students to read. So, she decided to write them herself.

Several books written by her are:

No Fighting, No Biting

Little Bear

A Kiss for Little Bear

Little Bear's Visit

Father Bear Comes Home

These books can all be found in your local library. Enjoy reading !!!

Sincerely,

Dear Parents,

During the next few weeks, our class will be studying Dr. Seuss as part of our author studies program. Dr. Seuss (whose real name was Theodor Seuss Geisel) died in September 1991 at the age of 87, but he is an author that almost everyone can remember. His books are witty, weird, wacky, wild and wonderful. But, most of all, they are read and read and read again. Today there are more than 200 million copies of Dr. Seuss's books in print. Those books have been translated into seventeen languages.

Dr. Seuss often used silly characters and strange lands as a way of talking about real-life, serious issues. His interest in animals blossomed when he was just a little boy. His father ran a zoo in Massachusetts. Seuss would visit with a sketchpad, stand outside the cages, and draw all the animals. Of course, he drew them his own way!

The following is a list of Dr. Seuss's books which may be helpful to you on your next visit to the library.

Happy reading !!!

Sincerely,

Storybooks by Dr. Seuss

(1937) *And to Think That I Saw It on Mulberry Street.* New York: Vanguard Press.
(1938) *The 500 Hats of Bartholomew Cubbins.* New York: Vanguard Press.
(1939) *The Seven Lady Godivas.* New York: Random House.
(1939) *The King's Stilts.* New York: Random House.
(1940) *Horton Hatches the Egg.* New York: Random House.
(1947) *McElligot's Pool.* New York: Random House. (Caldecott Honor Book)
(1948) *Thidwick the Big-Hearted Moose.* New York: Random House.
(1949) *Bartholomew and the Oobleck.* New York: Random House. (Caldecott Honor Book)
(1950) *If I Ran the Zoo.* New York: Random House. (Caldecott Honor Book)
(1953) *Scrambled Eggs Super!* New York: Random House.
(1954) *Horton Hears a Who!* New York: Random House.
(1955) *On Beyond Zebra!* New York: Random House.
(1956) *If I Ran the Circus.* New York: Random House.
(1957) *How the Grinch Stole Christmas!* New York: Random House.
(1957) *The Cat in the Hat.* New York: Beginner Books, Random House.
(1958) *The Cat in the Hat Comes Back.* New York: Beginner Books, Random House.
(1958) *Yertle the Turtle and Other Stories.* New York: Random House.
(1959) *Happy Birthday to You!* New York: Random House.
(1960) *One Fish Two Fish Red Fish Blue Fish.* New York: Beginner Books, Random House.
(1960) *Green Eggs and Ham.* New York: Beginner Books, Random House.
(1961) *The Sneetches and Other Stories.* New York: Random House.
(1962) *Dr. Seuss's Sleep Book.* New York: Random House.
(1963) *Dr. Seuss's ABC.* New York: Beginner Books, Random House.
(1963) *Hop on Pop.* New York: Beginner Books, Random House.
(1965) *Fox in Sox.* New York: Beginner Books, Random House.
(1965) *I Had Trouble in Getting to Solla Sollew.* New York: Random House.
(1967) *The Cat in the Hat Song Book.* New York: Random House.
(1968) *The Foot Book.* New York: Bright & Early Books, Random House.
(1968) *I Can Lick 30 Tigers Today! and Other Stories.* New York: Random House.
(1970) *I Can Draw It Myself.* New York: Beginner Books, Random House.
(1970) *Mr. Brown Can Moo! Can You?* New York: Bright & Early Books, Random House.
(1971) *The Lorax.* New York: Random House.
(1972) *Marvin K. Mooney Will You Please Go Now!* New York: Bright & Early Books, Random House.
(1973) *Did I Ever Tell You How Lucky You Are?* New York: Random House.
(1973) *The Shape of Me and Other Stuff.* New York: Bright & Early Books, Random House.
(1974) *There's a Wocket in My Pocket!* New York: Bright & Early Books, Random House.
(1975) *Oh, the Thinks You Can Think!* New York: Beginner Books, Random House.
(1976) *The Cat's Quizzer.* New York: Beginner Books, Random House.
(1976) *I Can Read with My Eyes Shut!* New York: Beginner Books, Random House.
(1979) *Oh Say Can You Say?* New York: Beginner Books, Random House.
(1980) *Hunches in Bunches.* New York: Random House.
(1984) *The Butter Battle Book.* New York: Random House.
(1986) *You're Only Old Once!* New York: Random House.
(1990) *Oh, the Places You'll Go.* New York: Random House.

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Reading Log Totals
October 1993 – February 1994

First Grade	
Student	Books
1	63
2	65
3	51
4	90
5	27
6	71
7	85
8	73
9	55
10	54
11	80
12	76
13	60
14	82
15	70
16	77
17	55
18	86
19	85
20	71
21	61
22	53
Total	1,490
Average	67.7

Second Grade	
Student	Books
1	34
2	35
3	26
4	107
5	72
6	40
7	98
8	106
9	64
10	106
11	57
12	87
13	80
14	64
15	48
16	81
17	51
18	16
19	92
20	86
21	88
22	35
23	100
24	60
25	64
26	116
Total	1,813
Average	69.7

AUTHOR STUDY ACTIVITY

Author: Bill Martin, Jr. Grade Level: Kindergarten

Book(s): Brown Bear, Brown Bear, What Do You See?

Activity Objective: Recite the poem and then draw correctly the appropriate animal/object in a teacher made booklet using the text as a clue.

Directions:

1. Read orally to the class the book, Brown Bear, Brown Bear, What Do You See? Discuss what is seen in the poem and the colors used.

2. Using teacher made sentence strips, practice reciting the poem as a whole group over a period of several days to familiarize the students with the rhyme.

3. Distribute copies of the teacher made booklet to the students and instruct the students to become illustrators for Bill Martin, Jr. by drawing the pictures according to the text.

4. Complete only several pages a day and work daily until all have completed their illustrations.

5. Using the classroom "Author's Chair," encourage children to "read" their books and share their illustrations with the class.

Assessment/Outcome: Students will illustrate correctly in a teacher created booklet the poem Brown Bear using the learned test as a clue for their drawings. Students will share their completed books while sitting in the "Author's Chair."

AUTHOR STUDY ACTIVITY

Author: Pat Hutchins Grade Level: Kindergarten

Book(s): Good-night Owl!

Activity Objective: Working in cooperative groups rewrite the story by Pat Hutchins substituting different animals

Directions:

1. Read the book Good-night Owl! by Pat Hutchins orally to the students. Upon completion, lead a discussion of the animals mentioned in the story and the sounds they made.

2. Re-read the story having the students make the animal sounds at the appropriate times.

3. Brainstorm types of animals and the sounds that these animals make. List the animals and their sounds on chart paper, then practice making the sounds of the new animals.

4. Working in previously assigned cooperative groups, have the students choose one animal and practice the animal's sound.

5. Allow groups to select their animal and list on chart paper for reference (teacher's mostly!) Have groups select different animals to avoid duplication.

6. Working in their cooperative groups, on construction paper have students draw a picture of their animal and the related background detail. Groups are reminded prior to drawing what objects need to be on each page using the original text and illustrations as a guide.

7. The teacher fills in the appropriate text on the completed picture pages substituting the new animal and sounds. The class reads their newly created story orally with each group reading the part about their animal. Naturally, animal sounds are included!

8. The book is laminated and proudly displayed in the reading corner of the room.

Assessment/Outcome: Students will work productively in pre-assigned cooperative groups to select an animal, appropriately illustrate this animal for the book and recite the new text as it pertains to the new story.

AUTHOR STUDY ACTIVITY

Author: Leo Lionni Grade Level: Kindergarten

Book(s): Swimmy

Activity Objective: Using listening skills and utilizing mixed media, the students will create Swimmy and a school of fish swimming in the ocean.

Directions:

1. Re-read Swimmy orally to the students. Review story conflict and resolution.

2. Distribute water colors and paint brushes to each child. Distribute containers of water to tables for children to share. Give each child one sheet of 12 x 18 inch white paper. Using damp sponges (two sponges per table) instruct each child to wet their paper so that the paper is slightly wet but not soaked. It is advised that the teacher model all activities for students first.

3. Demonstrate to students how to paint the ocean using a variety of blues and greens and purples to represent water and depth. Demonstrate how to use green to paint underwater plants. Use brown and yellow to paint a sandy bottom. When this is complete, have students take damp school paper towels and gently wipe across their papers creating a slightly blurred effect.

4. Distribute a copy of a pre-drawn fish to each child and instruct each to color the fish orange. Have students glue the fish on their painted papers. Distribute containers, two per table, of orange Cheddar Goldfish brand crackers. Instruct each child to count out 25 crackers and using white liquid glue, have the students glue the crackers on the fish. When finished gluing, have students paint one cracker black for the eye otherwise known as Swimmy.

5. Display on a bulletin board or in the hall for all to see.

6. Allow children to sample the crackers from a clean container.

Assessment/Outcome: Students will have completed a water color painted picture using mixed media to represent the conflict resolution in the book Swimmy. Students will follow a model by the teacher and demonstrate listening skills in order to complete this project.

AUTHOR STUDY ACTIVITY

Author: Norman Bridwell

Grade Level: 1st Grade

Book(s):
Clifford, The Big Red Dog
Clifford, The Small Red Puppy
Clifford's Good Deeds
Clifford's Family

Activity Objective: The students will write and illustrate their own books about Clifford.

Directions:

1. Over several days, read and discuss the books listed above.
2. As a whole group activity, have the students list things they know about Clifford. The teacher can write the students' responses on the board.
3. Pass out a 5-page booklet to each child and explain that they can write and illustrate their own Clifford books.
4. Encourage inventive spelling.

Assessment/Outcome: During whole group share time, each student will read his book to the group.

AUTHOR STUDY ACTIVITY

Author: Mercer Mayer

Grade Level: 1st Grade

Book(s): This Is My Friend
When I Get Bigger

Activity Objective: The students will respond to this literature by writing a personal narrative about what they do to help a friend.

Directions:

1. Read the stories, This Is My Friend and When I Get Bigger.
2. As a whole group, discuss ways friends help each other.
3. On the board, write down the children's ideas about helping friends.
4. Give each child a piece of writing paper and have them write a story about how they help their friends.

Assessment/Outcome: During share time, each student will share his story to the group.

AUTHOR STUDY ACTIVITY

Author: Eric Carle Grade Level: 1st Grade

Book(s): The Very Hungry Caterpillar

Activity Objective: Integrating science with literature by making a picture to represent the butterfly metamorphosis.

Directions:

1. Read the book, The Very Hungry Caterpillar.
2. Discuss and web the life cycle on the chalkboard.
3. Directions for making the life cycle:
   - Divide a paper plate into fourths using a black marker.
   - In one section, draw a leaf. Then put a dried bean atop a piece of glue on the leaf to represent the egg.
   - To represent the larvae stage, draw a caterpillar in the second section.
   - To represent the pupal stage, roll a piece of cotton in brown chalk dust. Glue a small twig to the next section of the paper plate, and glue the cotton ball to the twig to resemble a chrysalis.
   - To portray the adult butterfly, draw a colorful butterfly in the remaining section of the paper plate.

Assessment/Outcome: The children will come to the sharing rug with their life cycle activity and share what they have learned with a partner.

AUTHOR STUDY ACTIVITY

Author: Arnold Lobel Grade Level: 2nd Grade

Book(s): Frog and Toad Are Friends

Activity Objective: Students will be able to retell the story elements on a Storybook House format.

Directions:

1. Students will read The Swim in preassigned groups of three.
2. After reading is completed, group members will try to analyze the story according to the basic story elements: title, author, setting, problem and solution.
3. A class discussion of the story, illustrations, and friendship theme will follow, led by the teacher.
4. Groups of three will each be given a Storybook House worksheet to complete cooperatively.
5. After written work is completed, students will color the house, cut it out, and glue it in their Literature Response Journal.
6. Each student will choose another person from a different group with which to share his/her Storybook House.

Assessment/Outcome: Each student will place the story elements in the correct locations on the Storybook House and share his/her house with another student.

AUTHOR STUDY ACTIVITY

Author: Peggy Parish Grade Level: 2nd Grade

Book(s): Variety of Amelia Bedelia Stories
The King Who Rained by Fred Gwynne

Activity Objective: Language Idioms - Children will be able to recognize, write and illustrate common language idioms.

Directions:

1. Teacher will read The King Who Rained by Fred Gwynne, which is filled with language idioms and humorous illustrations.
2. Partners will brainstorm a list of language idioms with Amelia Bedelia stories and The King Who Rained.
3. Class will brainstorm as teacher records idioms on the board.
4. Each child will choose an idiom to write, illustrate, and color on a prepared worksheet that will become part of a class language idiom book.
5. One row at a time will come up to the front of the room, share their idioms, and utilize "I like your language idiom because...."

Assessment/Outcome: Children will recognize and relate language idioms to common everyday occurrences.

AUTHOR STUDY ACTIVITY

Author: Tomie dePaola Grade Level: 2nd Grade

Book(s): Now One Foot, Now The Other

Activity Objective: The student will choose an older adult to reflect upon and characterize as someone important in his/her life.

Directions:

1. Children will read Now One Foot, Now The Other with a partner.
2. Partners will discuss the relationship between Bob and Bobby in the story and then try to think of someone older who has real significance in their lives.
3. A class discussion will follow led by the teacher emphasizing special relationships.
4. Each student will fill in phrase starters on a prepared practice sheet concerning their special older adult. The teacher will quickly proofread and correct the student's responses for errors.
5. A step book will be provided for each child to complete by writing each phrase, illustrating the phrase, and coloring their picture.
6. This step book will become part of each student's Tomie dePaola booklet, which is comprised of various activities related to a number of Mr. dePaola's books.

Assessment/Outcome: Students will characterize a special adult in their life and voluntarily share their step book with the class.

AUTHOR STUDY ACTIVITY

Author: Dr. Seuss Grade Level: 3rd Grade L.D.

Book(s): Horton Hears a Who
Thidwick The Big-Hearted Moose

Activity Objective: Students compare the characters of Horton and Thidwick.

Directions:

1. Teacher reads both books to students.
2. After each book is read, students discuss main character and plot.
3. Students, as a whole group activity, complete a Venn diagram comparing Horton and Thidwick.

Assessment/Outcome: Students respond in literature logs which character they like the best and why.

AUTHOR STUDY ACTIVITY

Author: Elsa Homelund Minarik Grade Level: 3rd Grade L.D.

Book(s): Little Bear
Little Bear's Visit
Father Bear Comes Home
A Kiss For Little Bear
Little Bear's Friend

Activity Objective: Students will read and respond to the Little Bear series of books.

Directions:

1. As an introduction to the series, the teacher will read Little Bear to the students.
2. Students will be divided into groups of three and will choose one of the books.
3. Groups of three will read their books together.
4. Students will draw posters to advertise their books.
5. Each group will select a chapter to read aloud to the rest of the class.
6. Students will be taped with the tape recorder while reading to the class. Pictures will also be taken.

Assessment/Outcome: Students will respond in their literature logs about what they liked about each particular chapter being read.

AUTHOR STUDY ACTIVITY

Author: Mercer Mayer

Grade Level: 3rd Grade L D

Book(s):

A Boy, A Dog and A Frog
There's A Nightmare In My Closet
Just Me and My Dad
Play With Me
Just Shopping With Mom
When I Grow Up
"Little Monster Series"
"Little Critter Series"
Just Grandma and Me
When I Get Bigger
I Was So Sad
All By Myself
Just a Snowy Day
Just Me and My Puppy
Just Go To Bed
Just Me and My Babysitter
Just a Mess

Activity Objective: Students read and respond to the various Mercer Mayer books.

Directions:

1. Students choose a partner.
2. Students in pairs choose which books they want to read.
3. Students respond to the books they've read by completing a beginning / middle / end response sheet.

Assessment/Outcome: Student pairs share with the rest of the group which was their favorite Mercer Mayer book and why.

Kindergarten

Student	Letter Recognition: Uppercase Pre-test	Letter Recognition: Uppercase Post-test	Letter Recognition: Lowercase Pre-test	Letter Recognition: Lowercase Post-test	Letter / Sound Association Pre-test	Letter / Sound Association Post-test
MAXIMUM POINTS :	**26**	**26**	**26**	**26**	**19**	**19**
1	24	25	19	22	9	18
2	0	15	0	11	0	13
3	20	25	11	19	2	10
4	22	26	14	25	14	19
5	20	26	10	25	2	17
6	0	3	3	2	0	8
7	5	21	3	13	0	9
8	26	26	22	24	19	19
9	26	26	20	24	16	19
10	15	23	17	18	10	14
11	25	26	21	24	8	19
12	12	23	6	15	0	17
13	16	25	14	13	7	2
14	25	26	16	26	8	19
15	18	24	8	18	1	6
16	26	26	20	26	1	13
17	2	10	5	8	0	0
18	15	26	16	20	9	14
19	22	24	17	25	1	16
20	0	14	2	10	0	6
21	19	24	12	24	10	12
Average :	16.1	22.1	12.2	18.7	5.6	12.9

Kindergarten

Student	Sight Words		Reading Attitude Survey			
			Recreational		Academic	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
MAXIMUM POINTS :	**28**	**28**	**40**	**40**	**40**	**40**
1	0	4	34	30	29	26
2	0	1	31	40	31	29
3	1	0	33	40	36	40
4	0	7	32	34	35	26
5	0	6	31	30	21	26
6	2	4	24	26	20	20
7	0	0	38	29	37	30
8	4	19	35	29	35	31
9	1	9	37	33	33	23
10	2	0	32	34	34	33
11	1	25	36	31	32	27
12	0	0	30	25	22	24
13	0	0	40	31	32	31
14	0	9	35	27	34	32
15	0	0	34	29	16	27
16	0	6	31	30	31	31
17	0	2	32	28	37	34
18	2	2	35	40	35	40
19	0	3	30	26	29	22
20	0	0	34	30	39	31
21	0	1	28	34	29	33
Average :	0.6	4.7	32.9	31.2	30.8	29.3

1st Grade

Student	Letter Recognition				Letter / Sound Association	
	Uppercase		Lowercase			
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
MAXIMUM POINTS :	26	26	26	26	19	19
1	26	26	26	26	18	19
2	26	26	26	26	17	19
3	17	26	16	26	1	19
4	26	26	26	26	19	19
5	26	26	26	26	18	19
6	24	26	25	26	18	19
7	26	26	26	26	18	19
8	23	26	16	26	0	19
9	26	26	26	26	18	19
10	22	26	20	26	3	19
11	26	26	23	26	0	19
12	26	26	26	26	17	19
13	26	26	26	26	19	19
14	26	26	26	26	18	19
15	26	26	26	26	18	19
16	26	26	26	26	16	19
17	26	26	26	26	18	19
18	26	26	25	26	17	19
19	26	26	24	26	15	19
20	25	26	25	26	10	19
21	26	26	26	26	12	19
22	26	26	26	26	18	18
Average :	25.1	26.0	24.5	26.0	14.0	19.0

1st Grade

Student	Sight Words		Reading Attitude Survey			
			Recreational		Academic	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
MAXIMUM POINTS :	26	26	40	40	40	40
1	21	26	36	34	35	33
2	19	26	33	40	31	40
3	2	26	33	30	32	23
4	25	26	32	36	36	36
5	22	26	28	37	38	40
6	22	26	25	30	25	32
7	22	26	40	40	40	40
8	0	26	40	30	40	34
9	6	26	36	30	31	30
10	3	26	36	40	36	37
11	0	26	26	27	25	28
12	26	26	34	39	31	40
13	14	26	33	36	35	37
14	11	26	36	40	39	40
15	17	24	32	40	25	40
16	16	26	37	40	40	40
17	23	26	33	36	32	31
18	21	26	36	36	39	39
19	4	26	31	36	34	36
20	9	26	20	22	29	26
21	17	26	33	34	31	33
22	15	26	26	36	29	30
Average :	14.3	25.9	33.0	35.1	33.3	34.8

2nd Grade

Student	C B M		Reading Attitude Survey			
			Recreational		Academic	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
MAXIMUM POINTS :	n/a	n/a	40	40	40	40
1	34	56	36	36	35	36
2	20	61	31	34	31	34
3	35	58	32	36	30	34
4	30	81	29	25	24	21
5	101	141	25	35	20	33
6	58	108	24	29	21	26
7	109	161	24	20	27	27
8	93	131	27	35	24	35
9	2	63	26	31	25	26
10	40	96	26	24	24	29
11	52	100	26	27	22	25
12	125	174	29	40	33	40
13	80	129	18	35	15	39
14	59	103	30	33	29	34
15	54	97	30	28	28	29
16	78	111	28	29	26	30
17	11	64	26	30	24	28
18	24	49	25	36	28	36
19	48	89	30	37	35	38
20	32	105	26	24	23	26
21	37	97	33	37	34	39
22	24	59	21	23	24	24
23	16	41	30	26	21	23
24	31	86	40	21	28	26
25	40	100	23	30	25	29
26	56	104	26	33	27	29
Average :	49.5	94.7	27.7	30.5	26.3	30.7

3rd Grade LD

Student	CBM		Reading Attitude Survey			
			Recreational		Academic	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
MAXIMUM POINTS :	n/a	n/a	40	40	40	40
1	4	12	27	29	23	29
2	19	36	28	31	31	30
3	18	26	38	36	35	35
4	27	50	31	33	31	36
5	34	51	28	31	30	32
6	35	64	38	32	33	32
7	54	79	36	33	28	37
8	58	79	29	36	33	36
9	62	85	33	31	24	24
10	63	78	28	30	29	28
11	84	113	27	28	31	37
12	85	96	40	38	35	35
Average :	45.3	64.1	31.5	32.3	30.3	32.4

Parental Survey — Pre-test

Kindergarten — Response Rate : 100.00% (20 of 20)

Question #1 The child's feelings towards learning to read

		Number	Points	Total Points
Responses:	' excited '	13	4	52
	' nervous '	3	3	9
	' indifferent '	4	2	8
	' fearful '	0	1	0
		20		69
			Average:	3.45

Question #2 Library Card ownership

		Number	%
Responses:	' Yes '	11	55%
	' No '	9	45%
		20	100%

Question #3 Frequency of Visits to the Library

		Number	Trips	Total Trips
Responses:	once / week	4	52	208
	once / 2 wks.	3	26	78
	once / month	4	12	48
	infrequently	9	6	54
		20		388
			Average:	19.40

Question #4 Ability to name a Favorite Book

		Number	%
Responses:	' Yes '	16	80%
	' No '	4	20%
		20	100%

Question #5 Ability to name a Favorite Author

		Number	%
Responses:	' Yes '	9	45%
	' No '	11	55%
		20	100%

Parental Survey — Post – test

Kindergarten — Response Rate : 75.00% (15 of 20)

Question #1 The child's feelings towards learning to read

Responses:		Number	Points	Total Points
	' excited '	11	4	44
	' nervous '	1	3	3
	' indifferent '	3	2	6
	' fearful '	0	1	0
		15		53
			Average:	3.53

Question #2 Library Card ownership

Responses:		Number	%
	' Yes '	10	67%
	' No '	5	33%
		15	100%

Question #3 Frequency of Visits to the Library

Responses:		Number	Trips	Total Trips
	once / week	1	52	52
	once / 2 wks.	4	26	104
	once / month	5	12	60
	infrequently	5	6	30
		15		246
			Average:	16.40

Question #4 Ability to name a Favorite Book

Responses:		Number	%
	' Yes '	15	100%
	' No '	0	0%
		15	100%

Question #5 Ability to name a Favorite Author

Responses:		Number	%
	' Yes '	12	80%
	' No '	3	20%
		15	100%

Parental Survey — Pre – test

First Grade — Response Rate : 81.82% (18 of 22)

Question #1 The child's feelings towards learning to read

		Number	Points	Total Points
Responses:	' excited '	16	4	64
	' nervous '	4	3	12
	' indifferent '	0	2	0
	' fearful '	0	1	0
		20		76

Average: 3.80

Question #2 Library Card ownership

		Number	%
Responses:	' Yes '	9	50%
	' No '	9	50%
		18	100%

Question #3 Frequency of Visits to the Library

		Number	Trips	Total Trips
Responses:	once / week	1	52	52
	once / 2 wks.	2	26	52
	once / month	8	12	96
	infrequently	7	6	42
		18		242

Average: 13.44

Question #4 Ability to name a Favorite Book

		Number	%
Responses:	' Yes '	14	78%
	' No '	4	22%
		18	100%

Question #5 Ability to name a Favorite Author

		Number	%
Responses:	' Yes '	4	22%
	' No '	14	78%
		18	100%

Parental Survey — Post – test

First Grade — Response Rate : 81.82% (18 of 22)

Question #1 The child's feelings towards learning to read

		Number	Points	Total Points
Responses:	' excited '	18	4	72
	' nervous '	0	3	0
	' indifferent '	0	2	0
	' fearful '	0	1	0
		18		72
			Average:	4.00

Question #2 Library Card ownership

		Number	%
Responses:	' Yes '	11	61%
	' No '	7	39%
		18	100%

Question #3 Frequency of Visits to the Library

		Number	Trips	Total Trips
Responses:	once / week	2	52	104
	once / 2 wks.	3	26	78
	once / month	8	12	96
	Infrequently	5	6	30
		18		308
			Average:	17.11

Question #4 Ability to name a Favorite Book

		Number	%
Responses:	' Yes '	18	100%
	' No '	0	0%
		18	100%

Question #5 Ability to name a Favorite Author

		Number	%
Responses:	' Yes '	18	100%
	' No '	0	0%
		18	100%

Parental Survey — Pre – test

Second Grade — Response Rate : 65.38% (17 of 26)

Question #1 The child's feelings towards learning to read

		Number	Points	Total Points
Responses:	' excited '	13	4	52
	' nervous '	1	3	3
	' indifferent '	3	2	6
	' fearful '	0	1	0
		17		61
			Average:	3.59

Question #2 Library Card ownership

		Number	%
Responses:	' Yes '	14	82%
	' No '	3	18%
		17	100%

Question #3 Frequency of Visits to the Library

		Number	Trips	Total Trips
Responses:	once / week	0	52	0
	once / 2 wks.	4	26	104
	once / month	6	12	72
	infrequently	7	6	42
		17		218
			Average:	12.82

Question #4 Ability to name a Favorite Book

		Number	%
Responses:	' Yes '	14	82%
	' No '	3	18%
		17	100%

Question #5 Ability to name a Favorite Author

		Number	%
Responses:	' Yes '	3	18%
	' No '	14	82%
		17	100%

Parental Survey — Post-test

Second Grade — Response Rate : 69.23% (18 of 26)

Question #1 The child's feelings towards learning to read

		Number	Points	Total Points
Responses:	' excited '	13	4	52
	' nervous '	2	3	6
	' indifferent '	2	2	4
	' fearful '	1	1	1
		18		63
			Average:	3.50

Question #2 Library Card ownership

		Number	%
Responses:	' Yes '	14	78%
	' No '	4	22%
		18	100%

Question #3 Frequency of Visits to the Library

		Number	Trips	Total Trips
Responses:	once / week	1	52	52
	once / 2 wks.	8	26	208
	once / month	3	12	36
	Infrequently	6	6	36
		18		332
			Average:	18.44

Question #4 Ability to name a Favorite Book

		Number	%
Responses:	' Yes '	18	100%
	' No '	0	0%
		18	100%

Question #5 Ability to name a Favorite Author

		Number	%
Responses:	' Yes '	17	94%
	' No '	1	6%
		18	100%

Parental Survey — Pre – test

Third Grade LD — Response Rate : 83.33% (10 of 12)

Question #1 The child's feelings towards learning to read

Responses:		Number	Points	Total Points
	' excited '	9	4	36
	' nervous '	0	3	0
	' indifferent '	0	2	0
	' fearful '	1	1	1
		10		37
			Average:	3.70

Question #2 Library Card ownership

Responses:		Number	%
	' Yes '	8	80%
	' No '	2	20%
		10	100%

Question #3 Frequency of Visits to the Library

Responses:		Number	Trips	Total Trips
	once / week	1	52	52
	once / 2 wks.	0	26	0
	once / month	4	12	48
	infrequently	5	6	30
		10		130
			Average:	13.00

Question #4 Ability to name a Favorite Book

Responses:		Number	%
	' Yes '	8	80%
	' No '	2	20%
		10	100%

Question #5 Ability to name a Favorite Author

Responses:		Number	%
	' Yes '	3	30%
	' No '	7	70%
		10	100%

Parental Survey — Post-test

Third Grade LD — Response Rate : 100.00% (12 of 12)

Question #1 The child's feelings towards learning to read

Responses:		Number	Points	Total Points
	' excited '	12	4	48
	' nervous '	0	3	0
	' indifferent '	0	2	0
	' fearful '	0	1	0
		12		48
			Average:	4.00

Question #2 Library Card ownership

Responses:		Number	%
	' Yes '	11	92%
	' No '	1	8%
		12	100%

Question #3 Frequency of Visits to the Library

Responses:		Number	Trips	Total Trips
	once / week	0	52	0
	once / 2 wks.	2	26	52
	once / month	2	12	24
	Infrequently	8	6	48
		12		124
			Average:	10.33

Question #4 Ability to name a Favorite Book

Responses:		Number	%
	' Yes '	8	67%
	' No '	4	33%
		12	100%

Question #5 Ability to name a Favorite Author

Responses:		Number	%
	' Yes '	6	50%
	' No '	6	50%
		12	100%